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The Clearing House

A journal for modern junior and senior high schools

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,500 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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Unanswered Questions about A-V EDUCATION

By
JAMES BINNEY

MOVIES, RADIO, TELEVISION, and various kinds of pictorial material have found a place in our schools, and we can say with certainty that they are here to stay.

They have all been studied and written about, praised and damned by turn; certain people have felt that all of them were sharing in ruining the youth of the nation while others, many more enthusiastic than critical, have been so far won over that they are seemingly in favor of tossing aside the books in favor of machines and pictures. Yet, with all the talking and writing, we do not know exactly what effect movies, radio, television, and pictorial materials are having upon school children. For each expert who assures us that one of them is potentially the greatest educative device we have ever known, we can find another who will testify to the evil of the medium. We have assumed, however, that the effect of audio-visual devices has been great—either for good or evil.

I am reporting here a brief investigation—it cannot be called research—which seems to indicate that the effect of movies, radio, television, and pictorial material upon children has not been so great as we have supposed, but that the effect might be very great indeed—and for the good. I am suggesting, too, that research into the effect of these media, as used in schools, might be immensely fertile.

That children are interested in all the media I have mentioned is unquestioned. Almost unquestioned, too, is the potential usefulness of each of them. But we can ask several questions? How much, for example, do children remember of what they learn from these media? When a youngster sees a movie in a theater or school, or listens to radio, or watches television, what is he doing—being educated, being entertained, or both?

This question has concerned audio-visual teachers; we are told by some that the best place to present a movie is the classroom, because a child who is taken to the auditorium imagines he is going there to be entertained. But the question of how much he remembers is not the only important thing we might want to know. We might ask how well he remembers things learned through movies, radio, and television compared with how well he remembers things he has learned in other ways.

Is it possible to obtain objective evidence concerning these questions upon a wide enough scale to compose a valid study? To be satisfactory, thousands of impartial studies would have to be made over the entire nation, and the resulting data would have to be analyzed and checked thoroughly by experts. Impartiality, in this case, will not be as easy as it might seem, for the

EDITOR'S NOTE

Many educators go all out in praising the values of audio-visual education and calling for its spread in all directions. Others take a wry and critical view of the effectiveness of the sight-and-sound trend. Well, the proved and established facts are . . . But here Mr. Binney retorts, "Well, what are they and where are they?" He says that we have hardly begun to get together enough facts about the specific usefulness of A-V education either in general or in individual areas. He has a little investigation of his own to report, and some questions for which he thinks we should begin seeking answers. He teaches in West Chester, Pa., State Teachers College.

advertising of interested firms and the enormous success of the movies and of the picture magazines in the last decades have already convinced millions of people that "a picture is worth ten thousand words."

I have heard this phrase uttered uncritically by many teachers who seem unaware of the fact that picture languages have handicapped every people who have been tied to them—the Chinese, for example. In view of the fact that progress has been allied very intimately with an alphabet and mathematical symbols, it might be more sensible to decide that one word or mathematical symbol is worth a thousand pictures.

Impartial research in audio-visual problems seems overdue. We may find that not only are movies, radio, television, and still pictures of great educational value but also that we are not realizing one-tenth of their value because of the imperfect methods we use with them. We may actually find that we have been depending upon the media to do some of the work which should have been done by the teacher. There might even be the possibility of our making audio-visual materials the Maginot Line of the modern classroom. On the other hand we

may find that we have sadly overvalued them. Until such a time as extensive unbiased studies are made, however, we are probably merely conjecturing when we speak of the effect which these media have upon children—or are having upon any students.

Admitting that the evidence which can be presented by one person who may or may not be prejudiced cannot be very valuable, I think that it can be said that one person can at least approach the problem. I began by remembering that I had gone to the movies at least twice a week during my high-school days—when I was fourteen to eighteen years of age. I asked myself if my memory of movies seen during this period was vivid or vague. I had to confess that I remembered the movies only vaguely. How many could I name? Four or five—and these were movies made from books which I had read. How many original movies could I name of the four or five hundred I must have seen during these years? I could not be sure of any. Could I summarize the plot for any one of the movies I had seen? The answer—no. I asked myself much the same questions concerning comic strips I had read during the same period. The results were similar.

Now what would be the result if I asked myself the same questions about the reading I had done in high school? I limited this to required reading and did not include books read outside for book reports. I remembered many, about twenty-four, or probably 80 per cent of the reading I must have done; we read seven or eight books a year in those days. Could I summarize these books? The answer—yes. My memory of them, even of the ones I disliked at the time, was definite.

I realized that my evidence could not be valid because I had since taught some of the same books, although by no means all, but I found that my memory of those which I had neither read nor taught since high-

school days was fairly comprehensive.

I found these things to be true for me. From what I had learned through movies and comics I remembered almost nothing; from what I had learned through required reading I remembered much.

I decided to try the same questions, plus a few additional ones, with college students who had been out of college only a few years. I used a form such as the following.

1. Did you participate in this activity? (See movies, hear radio plays or serials, read comics, or read books and stories in class. Each was used in turn.)

2. Did you like the activity at the time you participated?

3. Can you remember names? (That is, can you remember names of movies seen, radio plays or serials followed, comics read, or books read in class?)

4. Is your memory of the activities definite or vague?

5. How many items could you summarize? (That is, how many movies could you reasonably summarize; how many radio plays could you summarize, or if it was a radio serial could you outline the action followed for a short period of time; how many comic strips could you summarize for, say, one episode in the chief character's adventures; or how many required books could you reasonably summarize?)

The results follow. (The figures given below for questions 1, 2, and 4 represent the number of students. The figures given for 3 and 5 represent the average number of items which were remembered. For example, the students on the average were able to name five movies which they had seen.)

There can be, of course, no conclusions drawn from so few cases—and from cases which involve so much opinion. Yet there

are questions which should be asked and answered. Do we really know whether our use of the media mentioned is effective in those places where we think it is being effective? Are we perhaps missing the boat at another place? The time is drawing near—if it is not already here—when we in education must begin to measure the hours. We are being held responsible for so many things that we cannot afford to give away any hour to an ineffective method when an effective one is available. We cannot afford to use the fairly effective when the more effective is available.

We cannot conclude that the medium which seems to be the most interesting will for that reason be the most effective.

We can infer, perhaps, from the scant evidence presented here that media are not so important as the method—and one may suspect that the method is not so important as the teacher. The picture, valuable as it is, is only one picture; it has not the value of any words but has a different value altogether. The picture itself is often meaningless without the explanatory caption. Merely being exposed to television, movies, or picture magazines may provide much entertainment, but exposure does not ensure learning.

Perhaps the value does not come from the picture but the content—a poor movie or television program is as bad as a bad book. One may not learn much from merely seeing or hearing something or from the mere reading of a book. A student's attention must be directed toward learning. There may be something of importance

	Movies	Radio	Comics	Reading
1. Number who participated	21	20	20	21
2. Liked the activity: yes	21	19	20	16
no	0	2	1	5
3. Can remember names	5 average	1 average	6 average	8 average
4. Memory is: definite	4	0	2	14
vague	15	19	19	7
no answer	2			
5. Can summarize	2 average	1 average	1 average	6 average

here, for we have always known that reading had to be done with a purpose. But we have too often assumed that all we had to do was show the picture or turn on the radio. It may be that we need to use visual material with the same precision and preparation that the oldtime teacher gave to the use of printed material. And perhaps we need comparable techniques.

A possible weakness of visual materials, or at least in the manner in which they are used at present, is that they create a situation allowing the student to be passive. Students may remember more from their reading because when they read, they do in a measure act. We still learn by doing, and reading is a form of doing. One does, of course, do something when he watches a picture, but the action and effort are not as

great as those in reading—or it would seem so from the incomplete evidence given here.

This paper answers nothing, and was not intended to answer anything. But it suggests that it is time that a number of appraisals be made of the effect of the use of visual material. What would be gained? A better appreciation, perhaps, of the value of such materials. A wider knowledge of the particular places where such material can be used effectively and where it should be avoided for more effective material. Definite evidence of the value of visual material as contrasted with the value of other material. Above all perhaps we might discover methods of using visual aids which are superior to those being used—and we might uncover a method for making visual-education techniques less passive and more active.



L. A. Co. Superintendent Gets Tired of Local School Enemies

Certain organizations and individuals in the Los Angeles area are still raising the hue and cry that the public schools are antagonistic to our system of economic enterprise that has been basic to our great productivity and high standards of living. Not only are the schools alleged to be against our economic system, but they are accused of actually teaching for economic collectivism and a socialistic society. The record of the schools in the Los Angeles County area speaks for itself.

Fortunately, the record of the schools is an open book and the facts are available to anyone in the community who wants to take the trouble to do a little investigating. This is a battle with those who do not really seem to believe in free and universal education. By using the "big lie" technique of Hitler over and over again, they develop some following of those who are brought to believe that the public schools are selling the country down the river.

Let's look at the side of truth for a minute to see what the schools in this area are really doing in building understanding and appreciation of our American economic system. [Seventeen examples were given.—C.H. Ed.] . . .

It is significant that the criticisms against the schools with regard to our attitude toward our

American economy do not come from top representatives of established businesses and industries, but rather from self-appointed protectors of civilization who have political axes to grind, but who do not really represent either the American public generally or its system of economic enterprise.

The schools do not work in the dark. Their courses of study and lists of materials are open books. They must continue their best efforts to screen out subversive materials while at the same time they protect good instructional materials from those who do not want to keep the channels of information open.

I am glad to shout that I am an exponent of the American system of free economic enterprise. That system may not be perfect, but it is better to work together to improve the system than to junk it or supplant it. . . .

I am getting awfully tired of hearing it said over and over again that we do not believe in our system of economic enterprise. In my book, it is time for these critics to put up their evidence or shut up instead of continuing to make wild-eyed accusations not based upon fact.—C. C. TRILLINGHAM in *Monthly Bulletin* (Office of Co. Supt. of Schools, Los Angeles Co., Cal.)

The Los Angeles Plans for **SCIENCE ROOMS**

By

BLANCHE G. BOBBITT, PAUL FISHER, and G. H. WOMBLE

THE ENVIRONMENT provided by the little red school house was undoubtedly adequate in its time, but the complexity of today's society demands an educational environment geared to speed, mechanical advantage, and technological advancements. What kind of an environment do teachers have for the important and difficult job of preparing pupils to be astute citizens in "one world"? Are the physical facilities of the classroom adequate?

One does not expect the dentist or surgeon to operate without the instruments of his profession or the place appropriate to the work. One doesn't expect the carpenter to ply his trade without workshop or tools. Then why should anyone expect teachers to do effective work without adequate facilities? And who better to know the needs of the modern classroom than the teacher who is the specialist in education?

A few years ago bond money was made available in Los Angeles for the construction of new schools. Believing that teachers should be consulted in designing their classrooms, our superintendent called for teacher suggestions and recommendations. Teachers, supervisors, and administrators met according to subject field. Interest and enthusiasm were high. Ideas were clear-cut and in such general agreement that they were readily translated into blue-print form.

It is a pleasure to take this opportunity to describe the plans that were finally developed from the suggestions and recommendations of science teachers.

In science we were faced with providing classrooms for five different types of science, namely: life science, physical science, chem-

istry, physics, and advanced physical science.

In our early discussions it was agreed that a classroom designed for life science would meet the needs of physiology teachers. Further, that a classroom designed for physics would be suitable for physical science. So our efforts were focused upon the design of three different science rooms: one for chemistry, one for physics and physical science, and one for life science and physiology.

At a number of institute sessions, science teachers met by subject field and their ideas and suggestions were sought. One of the early questions that arose about the chemistry and physics classrooms was whether separate rooms should be provided for pupil laboratories. Teacher opinion was unanimous that each science room should be large enough to provide an area for demonstration, an area for pupil laboratory work, and an area for seating purposes. Such multi-purpose rooms would allow for flexibility and would be functional in meeting the needs of secondary-school pupils.

No general recommendation was made as to which level of a two or more story building would be best suited for science rooms. While the second or third floor was favored for greater protection of valuable equipment, safeguarding of dangerous chemicals, and elimination of fumes and offensive odors, the expense of adding plumbing to an upper floor and the difficulty of transporting science materials to an upper floor probably would offset any advantages gained.

A northern exposure was preferred for desirable lighting unless it resulted in the prevailing winds blowing laboratory odors

through the rest of the building. It was recommended that biological science rooms should be given a southern exposure or placed where adequate lighting for growing plants would be assured.

As to size of classrooms, a 27-foot width is desirable and the length for biological science rooms should be not less than 36 feet, with an additional 10 feet for a storeroom. Length of the physics and physical science classroom should be not less than 46 feet with a 10-foot storeroom. Length of the chemistry classroom should be not less than 46 feet with a 10-foot storeroom.

Floors in science rooms should be covered with battleship linoleum or asphalt tile, except in the laboratory section of the chemistry room, where the floor should be of concrete.

Adequate and well-diffused lighting should be provided for every science room. To read scales, to make accurate measurements, to use microscopes and other equipment for close, accurate work, as is often required in science rooms, necessitate adequate lighting. Fifty foot candles is the standard approved by the American Standards Association and by other similar organizations. This amount of illumination is adequate for night work as well as day, an important provision, since evening schools often use the same classrooms. Lighting should be arranged so as to remove highlights on the chalkboards and to give adequate lighting on all balances and other equipment and essential places. Flood lighting should be arranged for the demonstration tables in order to focus attention on the demonstration there. These lights should be on a separate switch so as to make their use possible while the rest of the room is darkened. A control switch for classroom lights should be provided at the demonstration table.

A double slide chalk board should be in the front of every science classroom, equipped with adequate counterpoises for ease in raising and lowering the boards.

The space above the front chalk board should be finished for use as a bulletin board. If there is space between the banks of windows on the outside wall, such spaces should be fitted with cork board for use as bulletin boards.

A double electrical outlet should be provided in both the front and the rear of every science room. The speaker cable should be run in a conduit in the floor from an outlet in the rear wall to an outlet in front of the room. Adequate screens and darkening facilities should be provided in each room to make possible the use of films and slides.

All electrical and gas outlets should be double. There should be a master shut-off for gas prominently located near the demonstration table and of a type which can be padlocked in an "off" position. Gas should be provided at pupil tables in chemistry and physics rooms. Electrical outlets should be at pupil tables in physics rooms. The electrical circuits in the physics rooms should be provided with fuses or circuit breakers located either in the classroom or the storeroom.

All science classrooms should be supplied with display cases both inside and outside the room. These cases should have adjustable glass shelves, sliding glass doors with locks, and side lighting.

Space should be allowed for a refrigerator to be used for storage of perishables, in a space that is centrally located so that supplies are accessible to all science teachers in the department.

A table 2 feet by 3 feet by 36 inches high, mounted on 4-inch ball-bearing casters, should be provided for each science classroom in order to facilitate transportation of demonstrations, equipment, and supplies.

LIFE SCIENCE AND PHYSIOLOGY

Furnishings

1. There should be a standard demonstration table about 10 feet long at the front of the room and approximately 3 feet from

the front chalk board. The table should be equipped with a deep sink and cover with metal top, hot and cold water, gas and electric outlets. The space underneath should be used for drawer space and enclosed storage space.

2. Each room should have a teacher's desk and chair, also a stool at the demonstration table.

3. Each room should be equipped with movable tables for pupil use. The tables should be approximately 24 inches wide, 30 inches high, and allow at least 30 inches of space for each pupil.

4. Chairs with heavily constructed steel frames and hard-wood seats and back should be provided for all pupils.

5. The counters on the window side and in the rear of the room should be of acid-proof finish and have electrical and gas outlets.

6. The counter on the window side should have two sinks and a metal-lined propagation box, 18 inches wide, 4 feet long, 9 inches deep.

7. The counter in the rear of the room should have a sink.

8. Enclosed storage shelves should be placed beneath the outside-wall counter.

9. All biological science classrooms should be supplied with a molding above the side chalk board for use in displaying mounts.

10. Above the chalk board should be a 12-inch strip of tack board.

11. A large bulletin board should be placed at the rear of the room.

12. Each biological science room should have sufficient cabinet space for supplies, books, etc.

Storeroom

1. Every biological science classroom should have access to a storeroom. This storeroom should be placed between two biological science rooms and be arranged to serve two teachers. Two wardrobe cabinets should be provided in the storeroom.

EDITOR'S NOTE

"So many requests have come for the science classroom plans which were developed here in Los Angeles for new schools during the past few years," writes Dr. Bobbitt, "that I believe publication in THE CLEARING HOUSE of the details of the rooms' construction and furnishings would be helpful in answering many inquiries." Dr. Bobbitt is supervisor of science, Dr. Fisher is housing representative of the principals' association, and Mr. Womble is senior high housing supervisor, Los Angeles, Cal., Public Schools.

2. There should be a counter under the window with electrical and gas outlets. The counter should be 36 inches from the floor and have a 2-inch thick top, acid-proof finish.

3. The storeroom should have a sink with both hot and cold water.

4. There should be cupboard space of appropriate size to house microscopes, anatomical models, a mannikin, and a skeleton.

5. One cabinet in each storeroom should have movable shelves so that objects up to 7 feet in length can be stored (glass tubing, dowsing, etc.).

6. A lead-lined cabinet should be supplied for the storage of inflammable liquids.

7. All cupboard shelving should be adjustable.

8. A sliding stepladder with wheels or casters should be provided for ceiling-height cabinets.

9. Every storeroom should have a legal-sized filing cabinet or a bank of shelves suitable for filing experiment sheets, test papers, notebook charts, etc.

10. There should be a door opening into each classroom served by the storeroom, also a door into the hall.

CHEMISTRY CLASSROOM

Furnishings

1. There should be a standard demonstration table about 10 feet long at the

front of the room, approximately 3 feet from the front chalk board. The table should be equipped with a deep sink and cover with metal top, hot and cold water, gas and electrical outlets. The space underneath should be used for drawer space and enclosed storage space.

2. Each room should have a teacher's desk and chair.

3. Thirty tablet-arm chairs should be provided for the seating area. Several stools should be provided near the pupil laboratory benches. A stool should be provided for the demonstration table.

4. Each chemistry room should be provided with an adequate number of chemistry laboratory benches to supply 30 pupils. These benches should have acid and heat-resistant tops, be equipped with cold water and drain, and have gas outlets for each pupil position.

5. Each chemistry bench should have a gas check valve and a water check valve.

6. There is to be a counter 30 inches high and 2 feet wide along the window wall and rear wall of the room. It should be provided with three acid-proof sinks and storage facilities beneath.

7. At least 2 electrical outlets for D.C. current should be provided along the outside wall counter.

8. Not less than 5 fume hoods with exhaust fans should be provided in the chemistry room, some at the rear of the room and some at the front. The hoods should be powered with a $\frac{3}{4}$ H.P. motor.

Storeroom

1. There should be a counter under the windows with cabinets underneath. This counter should be 36 inches high and about 2 feet wide, with a 2-inch-thick acid-resistant top, fitted with both gas and electric outlets. There should be one D.C. electric outlet.

2. A sink having both hot and cold water should be provided in the storeroom

counter, on the wall adjacent to the classroom.

3. The wall space in the storeroom should be arranged for the storage of equipment and reagents. The shelves should be spaced so that all large and dangerous acids and other liquids can be stored on low shelves. The shelves should range in height from 10 to 20 inches. Each shelf should have a guard rail.

4. A small cabinet, metal-lined, with a lock, should be provided for the storage of certain dangerous chemicals. The cabinet should be 24 inches wide, 18 inches deep, and 6 feet 6 inches tall.

5. Shelves above the counter in the storeroom should have shelf-edge letter clips.

6. A sliding stepladder with wheels or casters should be supplied for ceiling-height cabinets.

7. A legal-sized filing cabinet should be supplied or a bank of shelves should be built in for filing experiment sheets, test papers, etc.

8. A wardrobe cabinet should be provided in the storeroom.

PHYSICS AND PHYSICAL SCIENCE Furnishings

1. A standard demonstration table about 10 feet long is to be placed at the front of the room. The top of this table should have an acid-proof sink at one end, equipped with hot and cold water. Two A.C. plugs, two D.C. plugs, and a double gas outlet should also be provided.

2. Each room should have a teacher's desk and chair, also a stool at the demonstration table.

3. Thirty tablet-arm chairs should be provided for the pupil seating area.

4. Work tables, anchored to the floor, 6 feet by 2 feet and 30 inches high, are to be placed in the pupil laboratory area, each table to be fitted with one A.C. and one D.C. polarized outlet, centrally controlled.

5. Each table is to have one gas outlet.

6. There is to be a full-length counter, 36 inches high and 2 feet wide, along the window wall of the classroom. The counter should have two acid-proof sinks. Drawers and storage space are to be built under the counter.

7. Storage space, 7 feet high and 2 feet deep, is to be placed along the rear wall of the laboratory behind a sliding chalk board. The top 4 feet of this space is to be equipped with adjustable shelves, the bottom 3 feet is to be divided into 4 layers of drawers approximately $5\frac{1}{2}$ inches deep. There should be one layer of drawers 4 feet wide, two layers of drawers 2 feet wide, and one layer of drawers 1 foot wide.

8. A sliding chalk board should cover the storage space along the corridor wall of the room.

9. The physics room should be equipped with an overhead eye beam above the demonstration table.

10. A standard rain gauge should be provided.

Storeroom

1. There should be a work counter extending from under the window along the side wall and to the sink. The counter should be 36 inches high with storage cabinets below and shelving above. The top should be 2 inches thick with acid-proof finish. This counter should be about 2 feet wide and fitted with both gas and electrical outlets. There should be one A.C. and one D.C. polarized electric outlet.

2. A sink with hot and cold water should be provided.

3. Space should be reserved for a motor generator set and an electrical bank, with conduit to direct D.C. current to each pupil table and to the demonstration table.

4. All available space in the storeroom should be fitted with shelves and drawers for storage of equipment.

5. A sliding stepladder with wheels or casters should be supplied.

6. A legal-sized filing cabinet should be provided or a bank of shelves built in for storage of experiment sheets, test papers, etc.

7. A wardrobe cabinet should be placed in this room.

Darkroom

1. A darkroom should be provided with counter, sink, and hot and cold water.

2. Shelving should be provided where space permits.

When the first new science building was to be built, we were ready. Our science classroom plans were presented to the architect, who used them essentially as they were. All of us were quite excited to see our ideas come to life. It was with mixed feelings that the science teachers from all the forty-three senior high schools of Los Angeles were invited to open house in the new science building. Reactions were so favorable that only minor changes, such as additional tack board, molding above the chalkboard, etc., were recommended for the next science building to be built. These additions were included in the science buildings constructed for the next two high schools.

The science rooms built according to teacher recommendations have proved a pride for us to share with pupils, parents, and visitors, and a joy to the teachers and pupils who use them daily. They are tangible evidence of the value of cooperative planning based on teacher participation. They are affording that kind of classroom environment which we feel is an adequate setting for modern education in science. Not only has the environment proved to be functional in meeting pupil needs in science but it has contributed much to teacher morale. It is to be hoped that the budgetary needs of a tremendously expanding school system will not interfere too seriously with the achievements thus far made in modern classroom planning.

From lean to lush to organized:

THE SOCIAL STUDIES in U.S. secondary education

By HARRY L. WELLBANK

MUCH OF what is written about the social studies today tells us what should be taught or how we should teach. To gain some perspective on the question of how and what we should teach let us look back on what we have taught.

The Latin Grammar School in Boston evidently included no social studies in its curriculum until 1814, when history and geography were added. By 1827 several others were added, including the study of the United States Constitution.

With the growth of the academies there was a shift in emphasis from the secondary school as college preparation to a more functional kind of education. The colonial aristocracy began to wane. The states came to be more dependent on trade and business and educated men were needed to carry on this commerce. During the revolutionary period strong, new forces had been felt on the American scene. The people were motivated by sentiments that rushed them toward democracy and independence. After Jefferson's administration the influence of the West began to be felt.

The academy bridged the gap between the stratified colonial society and democracy. There was a new interest in the rising middle class and a growing sense of the value of education for heightening human worth.

The War of 1812 gave birth to a feeling of nationalism. This was added to America's heritage and gave the citizens pride in their young country.

The academies prepared their pupils for

college and for life. They were distinguished from the grammar schools because they added subjects and changed their programs regardless of what the colleges did. They were not preparatory schools, but the beginning of an independent educational movement. Boys were admitted to all of them; girls were admitted to some.

It was during this period that the social studies became an established part of the secondary curriculum. The first textbook in American history appeared in 1787. Interest in American history grew during Washington's administration. With the introduction of history, civics appeared. The study of government was sponsored by the Federalists as part of their political campaign.

By 1807 geography was added to the curriculum, by 1847, ancient history.

Stout¹ has given us some insight into the content of the history courses of the colonial academies around 1750. The study of history included: geography, chronology, ancient customs, civil government, logic, languages, oratory, morality, and religion. History seems to have been the core of a general survey of the social studies.

Franklin's academy² seems to have used much the same approach. History included translations of Latin and Greek history,

¹ John E. Stout, *The Development of the High School Curriculum in the North Central States from 1860 to 1918*, Supplementary Educational Monographs, Vol. III, No. 3. University of Chicago, June 1921, p. 181.

² Willis L. Uhl, *Secondary School Curricula*. Macmillan Co., 1927, pp. 156-58.

ancient customs, models to be emulated from among the ancients, advantages of living in societies, inventions, punishments of wickedness, interest in public disputes, and connected ideas of human affairs. Geography was listed as a separate course in which the pupils studied map reading, location of places where things happened, and the location of various other places.

Of 167 academies in New York state in 1853, 97 per cent offered courses in geography, 72 per cent in general history, 48 per cent in United States history, and 48 per cent in civics. The tremendous growth of the social studies can be seen in these figures.

A study of the curriculums of academies from 1750 to 1850 brings to light eighteen different social-studies courses. None of the schools offered fewer than two courses or more than seven courses. The history courses were variously named: history, general history, United States history, ancient history, Roman history, Greek history, chronology, ancient customs, modern history. The geography courses were called: geography, ancient and modern geography, French geography, and physical geography. Civics courses: law and government, political philosophy, state constitution, political economy, and civil government.

From this multitude of offerings can be seen a trend that persisted until early in the present century and is still more or less with us. Rather than add new things to be learned to existing courses, the schools established new courses.

The publicly supported high schools as we know them today began before the Civil War and grew steadily. The social studies grew with them for several reasons. Before 1800 college-entrance requirements usually included Latin, Greek, and arithmetic. By 1870 geography was appended to this list and by 1900, history.

The educational leaders of the nineteenth century were outspoken in their support of

a functional curriculum aimed at life preparation. To give more weight to their contention the increasing numbers of women in the schools argued for practicality in the curriculum.

Almost all of the high schools immediately after the Civil War offered courses in the social studies but the range of courses was small, varying from less than a semester course to courses covering four semesters. By 1910 the range had risen to from three semesters to ten semesters.

Six New England high schools in the 1820's offered twelve different courses. Nine of these were in history, two in geography, and one in civics. No high school offered fewer than three, but the Boston High School for girls offered eight.

During the 1830's three New England high schools offered seven courses—five in history, and one each in geography and civics. The Boston High School for boys, which had offered only four courses the previous decade, now offered six.

The 1850's and the 1860's saw the rise in the sheer number of courses brought to its highest point. Nine eastern high schools offered eighteen courses during the former decade, and fourteen high schools offered twenty during the latter.

A listing of the courses included as his-

EDITOR'S NOTE

According to Dr. Wellbank's study of U. S. secondary-school social studies, we are now still working our way out of the period of lush multiplicity of courses which reached its peak in the 1860's, and moving back toward the lean, unified organization of courses that prevailed during the Colonial period. Apparently it's rather hard to be "modern" without returning to some old-fashioned pattern. Dr. Wellbank is an assistant professor in the Department of Education of Loyola University, Chicago, Ill.

tory: ancient history, modern history, history, general history, universal history, English history, governmental history, Greek history, Roman history, French history, United States history. As geography the following were found: geography, ancient geography, English geography, French geography, and physical geography. Civics included: state constitution, political economy, United States constitution, United States government.

Almost 60 per cent of the schools offered geography as a course, 43 per cent offered the United States constitution, only 22 per cent offered United States history. During the Civil War period the geography and history of France and England began to drop out.

The reports of the famous Committee of Ten and the Committee of Seven before the turn of the century, and the reports of the Committee of Five and the Commission on the Reorganization of Secondary Education finally brought about a reduction in the number of courses. They standardized

the curriculum, arriving at substantially the same social-studies curriculum that we have in the traditional high school of today.

We may be thankful that the haphazard accumulation of courses was brought to an end. Between 1850 and 1890 the number reached its peak, with more added between 1886 and 1891 than in any other period. Let us not imagine, however, that none was dropped. From 1850 to 1890 twenty-one courses were dropped, while twenty-six were added.

During the period 1820 to 1918 there were twenty-one different history courses, seven geography courses, seventeen civics courses, and four miscellaneous courses offered.

Since 1900 we have added and dropped a few courses but we seem to be moving away from this practice. The trend is to include new matter and new experiences in well-established courses. We are making more use of correlation and integration. In fact, we seem to be moving back toward the kind of social-studies program found in the colonial academies.



Who Shall Write Unbiased Textbooks?

It has long seemed to me that any healthful governmental set-up or society, which means to grow and remain healthful, must never allow itself to become frozen into any static form which will operate always to the advantage and in the interest of some special group or vested interest.

Since no special group or vested interest can view its rights and concerns with enough detachment to evaluate them justly and with sufficient regard for the welfare of the community as a whole, it seems imperative for a healthful society to support and insist on having within it some group or institution able to look at the society as a whole from time to time and criticize on the basis of facts and knowledge any group or institution in it. This must be done in a good spirit always, but fearlessly and without special favor, and with the fullest possible fidelity to the full facts and truth.

So far in our history, no group has been able to view our society . . . as objectively and intelligently

as a group of devoted professional scholars. So far, we have wisely looked to such scholars to write the textbooks through which we want our youth to be introduced to the various fields of knowledge—social, economic, political, and scientific. Such scholars are therefore one of the best, if not the best, qualified group in our American society to criticize properly any of the elements in our culture.

To do this best, they must be kept free, and I mean free, in every way. They must be kept aware that the greatest possible fidelity to the total facts and truth is what is wanted and expected from them at all times, no matter what person, persons, interests, or segments of our society may be affected. They must and will, of course, submit in turn to criticism from the society, if and when they fail in this high mission. But they must also be assured at all times that they will never be penalized in any way for fidelity to the full facts and truth.—
P. H. ERPS in *School and Society*.

GIMMICKS GALORE

for English Teachers

By

OPHELIA K. HENDERSON

HAVE YOU EVER scraped the bottom of the barrel for deft little tricks that will pull the rabbit out of the English classroom hat and make learning fun? Teaching devices come in carload lots; but tested creative learning aids, like four-leaf clovers, must be searched for. Could you use a few?

Well, then, let's go "gimmicking." Let's go on a gimmick spree! Can't be done alone. But join a group of progressive English teachers from many states, as I did, at the fourth annual English Communication Workshop conducted at Kansas State Teachers College, Pittsburg, Kansas, and you can reap a rich harvest of gimmicks and fill the barrel for the stretch ahead.

We're off!

Assignments to Students

1. Plan complete, step-by-step directions for making or doing something simple: how to tie a slip knot, how to take a snapshot, or how to put on lipstick. For real fun, have a girl instruct a boy on this last one. Be sure to choose something you know how to do and something that is not elaborate. Later, before the class, give these directions to another student—a willing one.

If he falters, you will know that your directions are not clear, or perhaps not logical; and you will have to work yourself out of your verbal trap by rephrasing your instructions, amending or changing them, so that the performer can successfully complete the process. (Many lively demonstrations have resulted from this gimmick.)

Follow-up assignment: Write a paper giving directions for and explaining the same process which you used in class.

2. Clip from a newspaper or magazine a notice which involves a mass of people: 100,000 people are out on strike at the X Motor Plant, or 10,000 are made homeless by the flooding B River. Then try to imagine what might happen to some one person involved. Jot down these events just as they occur to you; then rearrange them in sequence outline form; later, write a theme following your preliminary pattern.

3. Ask your friends and relatives in various businesses for letters that are not confidential or which they do not wish to keep for their files. Study your collection of business letters, analyze them, and plan a report on them.

4. Collect 5 current slang expressions that you think are vivid and useful. Analyze them, pointing out the implied comparisons and the suggested associations. Collect 5 current slang expressions which you consider trite and outworn.

5. Make a study of the slang found in a city newspaper. Use news, features, editorials, sports, letters to the editor, comics, women's section, advertisements—any part of the paper. Draw up a set of conclusions about your selected examples—their force, usefulness, appropriateness, distribution, etc.

6. Bring to class several slang expressions which you have originated. Explain them to the class, then have the class criticize them. Slogan: Be a master, not a victim, of slang.

7. Streamline that book report: (1) Draw illustrations (pencil, ink, crayon, water colors—any medium acceptable) for the book, or (2) Write a single sentence which

you think would sell the book, or (3) Try to suggest another title or subtitle for the book.

8. Present to the class a rumor that is currently being circulated at school or in the community. Discuss its possible origin, growth, circulation, impact, accuracy, probable termination. After each member of the class has discussed a rumor, work together to draw up a set of conclusions about rumors.

9. From a newspaper or magazine clip an advertisement which includes an especially attractive picture. Observe and report your opinion as to (1) the intention of the picture (Is there a transfer of mood or association?) (2) the printing (How does the choice of type contribute to the general effect?) (3) the charged words used in the copy. What is the emotive effect of the total: folksy, sentimental, snobbish, practical? (Post your example on the bulletin board.)

10. Find and clip or copy an example of charged words. Identify the speaker or writer and the source of the material. *Underscore* the charged words. Use only the words that are obviously charged. It is easy to persuade yourself that almost any word is charged if you look at it long enough. List the words in two columns: favorably charged and unfavorably charged. State very briefly the apparent intention of the speaker or writer. (Post the sample exercise on the bulletin board.)

11. Select a broadcast (radio or television) to which you can listen regularly for one week and pay particular attention to the commercials. Listen for words and phrases slanted favorably for the sponsor's product. Are there any which sound fine but don't mean much? Are there any extravagant claims which are deftly qualified by reservations, as "Pay cash toward doctor bills from the first call," with the *toward* spoken quickly and lightly and the *cash* spoken loudly and emphatically? Are there any unfavorable slants toward a competing product?

Method for collecting data: Use note cards. On one side set down (1) name of program and sponsor, (2) station, chain, or channel, (3) dates of listening. On the reverse side, record the locutions as you detect them. Method for reporting: Study your cards and collect the data. Note words or phrases most often used, also the most striking words. Report also the apparent attitude of the m.c. or announcer. Hand in your cards and your conclusions.

12. Make a collection of puns that you find in printed material or that you hear on radio or television programs until you are certain that you can explain puns, how they are made, and how and why they differ in effectiveness. Then create a few puns of your own and find out what the class thinks of them.

13. Take the following sentence and rearrange the words in as many ways as you can. *My uncle is a great lover of horses.* (Suggested rearrangements: *My great uncle is a lover of horses. Great! My uncle is a lover of horses.*) Comment on your word-order patterns and their relation to altered meanings.

14. Bring to class an anecdote, joke, witty or picturesque definition, pithy saying, or proverb that depends for its humor upon some kind of play upon words. Be prepared to relate it to the class, and see if your listeners can identify the language technique used to create humor. Some techniques which you may possibly find are word order, deliberate distortion of a word—either in spelling or in pronunciation, homonyms, new coinage from standard word, etc. (Have examples posted on bulletin board.)

15. Write down on 3 x 5 note cards every sentence you hear for the next few days in which *ain't* is used. Briefly indicate the date, time, and place of your observation and also the situation calling forth the use of the word. Then, on the same card, translate the *ain't* sentence into standard English. On a separate card, indicate how many different translations you have used;

give an estimate of their usefulness, naturalness, flexibility; then, write down your conclusions about the word *ain't*. Should we make war on it, or is it a useful word with a possible, respectable future?

16. Listen closely for several days to the speech of a friend of your own age. Do not let this person know about your plan. Later write up a brief report indicating any changes in levels of language which your friend used when talking to different kinds or groups of people. If possible, listen to the way your friend talks to his smaller brothers or sisters, to his parents, his school pals, his teachers, his locker-mate, and others. Then report this same kind of activity about yourself. How many different levels of language does a person your age need?

Suggestions for Teachers

1. Make it a rather regular practice to have several sentences containing errors frequently made (spelling, usage, punctuation, capitalization, etc.) on the board for students to study as they assemble for class. As soon as the roll has been taken, conduct a brief discussion of the errors and the best way to correct them. By following this procedure, no time is lost and students become quiet upon entering the classroom.

2. Permit students who do not often show to advantage in class to set the stage for classroom activities—open packages of materials, arrange chairs, set up equipment, distribute materials, adjust window shades, etc.

3. Midget Themes: Give each student one-fourth of an $8\frac{1}{2} \times 11$ sheet of paper. Ask the class to write a thumb-nail theme. Suggest topics suitably limited to such a procedure. Later discuss the good points and the errors with individual students. Still later, reproduce and distribute some of the themes to the class or project some of them onto a screen for class discussion.

4. To help students write concluding sentences which tie back to the topic sen-

EDITOR'S NOTE

About fifty English teachers at a summer workshop were swapping their most successful classroom "gimmicks"—lively assignments, projects, better ways of teaching certain things. Mrs. Henderson, who attended the workshop, selected twenty-eight of the most interesting of the tested ideas that turned up, which she reports herewith for the benefit of CLEARING HOUSE readers. The workshop was the English Communication Workshop held at Kansas State Teachers College in Pittsburg, Kan., in June 1952. Mrs. Henderson teaches English in the Fort Scott, Kan., Junior College and Senior High School.

tence of a paragraph, give a little chalk talk based on the theme: "Johnny always comes home again." Draw his home, show that he may leave home to attend school, go down town, attend a basketball game, go on a vacation trip—but emphasize that he always comes back home again, and so must they when they build a paragraph. This idea could be effectively presented on a flannel board.

5. Suggest that students divide into small groups so that they may conversationally discuss with several others of their choice their pet peeves. Everyone dislikes something, and it is often therapeutic to talk about it, get different viewpoints upon it, decide whether it is a rational or a prejudicial peeve. Later, ask students to write a theme about their number-one hate. It is especially valuable to do this at the beginning of the term, but it may be used at any time.

6. Ask students to write an impromptu theme in class on a live subject that has grown out of class discussion. These are handed in, identified only by a number assigned secretly by the teacher. The papers are shuffled and redistributed. Each student is then asked to write a critical evaluation of the theme received, identifying his criti-

cism by his code number. The author of the theme gets back his paper with the candid criticism of a fellow student, plus the teacher's comment, and is graded both on his theme and on his criticism of a classmate's theme. The anonymity stimulates free comment.

7. If you will ask only questions that you do not know the answers to, classroom discussion will be more meaningful and animated.

8. To control or reduce the confusion and noise which sometimes develop when a class is working in groups, suggest that each group devise a humorous slogan, to be displayed on the table where they are working, that would bring about a quieter environment. Examples: Hospital. Quiet, please. Room. 818. Hotel Jefferson. Please do not disturb. Measles. Please keep out.

9. When group leaders or chairmen are needed, try having your slow or problem students serve on the nominating committee. They will often cooperate more fully when group work is actually underway, since they feel that they are working with the leaders of their choice.

10. Use puppets to help small children overcome timidity. They can speak for the puppets without feeling the fear they might feel if speaking for themselves. For intermediate children, wearing a mask or imitating someone else often helps overcome timidity in speaking.

11. To promote outside reading and to minimize book reports, keep on your desk a box containing a file of 3 x 5 note cards. Ask students to recommend books to other students by taking a card from the file and recording the following data about the books which they have read and liked: (1) author's name, (2) title of book, (3) "I recommend this book because. . . ." File the cards by author's last name. Optional follow-up: Once each six weeks devote a period to a discussion of "Books I've Read and Liked."

12. When you ask your students to read, it might be well for you to read also. Do not interrupt your students by talking to them; do not use the time to grade papers, or to conduct conferences with students. Do your part to establish a 100 per cent reading environment.



Then—and Now

BY J. B. H.

Sixty-five years ago my father, then a young farmer, was a member of our State Legislature. He stayed at the Capitol during the week, coming home for week ends, and—occasionally—during the week also, if the Legislature should adjourn for a few days. His diary of that time shows that he usually walked to and from the railway station, a distance of nine miles from his home. Often, (the diary shows) the snow was knee-deep, the temperature far below zero, or the roads too muddy or too rough for horses to travel easily. Indeed, under those conditions, he *always* walked as a matter of course, to save his family the hardship of attempting the difficult journey with a team to meet him.

Then, to return to his work, he would start from home before daylight, reach the station, take the

early train, and be on hand for the opening of the current session. In his diary there is no comment about discomfort or hardship. This was part of his work, and he did it without complaint.

Now, two generations later on the same farm, his grandnephew, a husky senior in a nearby high school, must be taken, morning and night, to and from the bus line—a distance of less than a mile. Some one of the family takes him, apparently without question as to whether or not he is able to walk the short distance.

Likewise, the men working on the farm take the truck or the tractor, or whatever car is available, to go and bring the cows home from the pasture—a distance of perhaps 60 rods. Truly, life in these United States has changed in sixty-five years.

NAVY'S MATERIAL

Helps Keep Them in School

By
HERBERT and EUGENIA ZEITLIN

WHAT KIND of program can be used in our schools to reduce "drop-outs"? For many years there has been a feeling among educators that any material from the military should be screened very carefully before making it readily available to youth. The Navy's new approach, which is to avoid all proselyting of students who can possibly remain in school, is worth studying by those who wish to have their students continue their education.

Its major weapons in this "Stay in School" program consist of a rather colorful folder and a 32-page booklet entitled *Stay in School*, a 13-minute sound film of the same name, and an occupational handbook. All these may be obtained free from your local Navy Recruiting Station. The material is not a panacea for an old problem but it is alive and up-to-date.

Not only may the material and the film be used for their innate value; they are also excellent motivating devices for the initiation of a vocational-guidance unit. At the Tolleson, Ariz., High School, both were used by the teacher-counselor of the freshman orientation classes. Enthusiasm for the proposed work in occupations ran high, and interest was aroused the first day of the unit when the teacher, with Navy folders and booklets stacked high on her desk, wrote in large print on the blackboard:

\$33,000

She then asked the class, "How many would like to have that amount of money?"

To this materialistic question she received a materialistic waving of hands.

Satisfying the obvious interest, the teacher

then remarked that she had a little folder from a branch of the United States Government telling how it was possible to earn that much more than your neighbor. After distributing the folders and making a careful study of the material, the class was impressed with the theme of the message: Education pays off in dollars and cents. The Navy in its presentation gives definite facts which make sense to the teen-ager, especially the potential "drop-out" who has his eyes on that salary check; and it is the potential "drop-out" we are trying to reach here.

Since the Korean War, labor shortages have developed in many sections of the country. Let's be realistic; some employers are hiring youngsters without a high-school diploma at attractive salaries. Employment in Arizona industry has risen 23 per cent during the period of June 1950-June 1951, according to the Bureau of Labor Statistics. A parallel situation is found in other sections of the country. News of non-graduates earning good salaries creates envy and more potential "drop-outs" among the student body.

Perhaps at this time the secondary message of our folder is more fitting: When unemployment strikes, the men with more education hold their jobs longer. Our teacher-counselor then referred to the graph in the folder shown below:

Year of School Completed	Unemployed
4 years of high school	1 out of 15
1 to 3 years of high school	1 out of 10
Sixth grade	1 out of 5
No school at all	1 out of 4

The depression of the Thirties may not be personally close to the students, but the

EDITOR'S NOTE

If you would like some help in combatting drop-outs in your school, the authors recommend that you seek it at the nearest Navy Recruiting Station. The Navy has four free aids for you—a folder, a pamphlet, a sound film, and an occupational handbook—all intended to be used in a "Stay in School" program. Mr. and Mrs. Zeitlin tell how these materials have been used effectively in some Arizona high schools. Mr. Zeitlin is now working on his doctorate degree at Stanford University, Stanford, Cal. Mrs. Zeitlin is teacher-counselor at Tolleson, Ariz., High School.

vivid attention given to the teacher who describes the darkness of this period in our history shows that some of the students' families might well have been unemployed. The folder points out that it's not what a student makes by quitting and taking a job now that counts, but what he will be earning 5, 10, 20, or 40 years from now that really counts.

The 32-page booklet, *Stay in School*, is written to appeal to the teen-ager. It is profusely illustrated in a satiric cartoon style (without being a comic book) that will attract the high-school student, arouse his interest, and certainly reach the individual who is often not reached by words alone. Developing the idea presented in the folder (that education pays off) the new booklet pokes gentle fun at easily-recognizable members of a typical high-school student group.

First there is "Short-Span," both masculine and feminine versions, who wants to quit school now to earn money.

"Short-Span's" teacher answers with such arguments as:

What with such things as modern medicine, vitamins, and Gerkin's Breakfast Gudge—there's reason to believe that you may live a year or so. This means that you will still have to be earning a living even as a white-thatched, gentle old man of

twenty-five, say; and at this time you will probably find a high-school graduate has a better chance at the better jobs.

Or:

There's also this, "Short-Span": Unless we have at least some background in those subjects called "cultural," we often find ourselves getting restless and unhappy in advanced old age—at twenty-six or twenty-seven. In these sunset years we sometimes find that expressions like "You're telling me!" no longer seem the world's most delicious wit; and people who answer all remarks with "You're not kidding!" no longer roll us on the deck, helpless with mirth. We begin to suspect that we're missing out on something and the maddening thing is that we don't even know exactly what it is because we don't have the general education to give us a clue.

In the same satirical vein, the booklet answers the "Short-Span," the big wheel (the boy who wants to quit for no reason known to himself, except that he dislikes school), the anti-school boys, and the adults who say, "I got along O.K. din I without no education?" The arguments in favor of continued schooling have been made before but never in such a down-to-earth manner.

The booklet may easily be read by the class, following analysis of the folder. Both can be used in any "Stay in School" program because they appeal to different types of students.

Both forms of material act as a fitting introduction to the 13-minute film of the same name, which was presented following a thorough study of economic reasons for staying in school. (Incidentally, this material gives other reasons for the extension of education, but it is the economic one which has the greatest appeal to this age group.) The picture presents two boys who wished to quit school for different reasons, one because of inability to do passing work, the other because he wanted to work. Going to your counselor, teacher, or principal, seeking outside aid to solve these problems are stressed, rather than an impulsive withdrawal from school.

Once again, the Navy makes an attempt to reach the potential "drop-out," the stu-

dent with a problem, who thinks it can be solved by leaving school. For the past two years the counselor at the Phoenix Technical School, Phoenix, Ariz., has shown this film to all his freshman orientation classes, and within that time scarcely a youngster would describe the typical happenings in the film as "corny." It encourages students to become acquainted with the counselor. One scene shows the counselor through the aid of tests discovering a boy's aptitudes and then finding him a part-time job.

Another potential "drop-out," who has lately appeared on the horizon, is the one who knows he is to be drafted upon graduation. The motive for remaining in school, i.e., preparation for a job, has lost its power. He may be recognized by his devil-may-care attitude: "Why not have fun now? I'll be in the service soon. Who knows what happens after that?"

He is the student who, upon reaching seventeen, enlists with little knowledge of what the future holds for him as a member of the Armed Forces. And he is the student who, once shown the occupational handbook describing sixty-two specific jobs he could do in the Navy, is impressed with the emphasis on completing high school before endeavoring to join up. His indifferent attitude, in most cases, begins to fade. He begins to realize that the Services' real need is for well-trained technicians.

By referring to the "School Subject Index" in the back of the handbook, the counselor has shown students the school subjects which contribute most directly to those sixty-two major job fields.

This information also will be of value to students planning to work in similar civilian occupations. A duplicate packet of sixty-two unbound occupational briefs is a nice addition obtained from the Navy that can be easily filed in the counselor's and librarian's occupational file. These briefs have been found to be quite helpful for career day applications as well as other classroom uses. Harry A. Jager, Chief of the Occupational Information and Guidance Service, U. S. Office of Education, recommends the Navy Occupational Handbook to all counselors and guidance workers of the nation.

Educators in the past have shunned information from recruiting personnel. This summer the Navy material was reviewed by over eighty graduate educators at Stanford University. It was their opinion that this material should be used in schools because of the emphasis placed on the recognition of potential "school leavers" before they actually leave school and the assistance that might be given to them by guidance personnel. In states where a child is free by law to leave elementary school upon graduation the material would have value if utilized properly in some eighth-grade units.

It is the job of the teacher and the counselor to provide incentive to students so that they will want to continue their education despite all hardships. If students can be made to understand the relationship of education to their future jobs, our society is bound to benefit, with our workers being better trained and more satisfied with their occupations.



1 *Bending the Twig*

What we wish the world to be ten, fifteen, twenty years from now we must instill within the lives of young people today. America's future sits now at classroom desks. We must arouse in pupils a desire to achieve, to accomplish, to rise above

the dead level of ordinary living. So, the thought "as the twig is bent" serves for a guide as we endeavor to develop creative, inspired young citizens to direct tomorrow's future.—CARL C. BYERS in Parma, Ohio, *Superintendent's Bulletin*.

Vail Teachers are *publicity* SPECIALISTS

By JAMES M. LYNCH, Jr.

PEOPLE HAVE been saying it for years. Abe Lincoln averred that "With public sentiment nothing can fail; without it nothing can succeed." Glenn Frank warned that "The future of America is in the hands of two people—the investigator and the interpreter." High-school education nonetheless suffers today because educators in general (and that includes teachers as well as administrators) completely ignore such advice.

In all too few school districts is any effort made to do an effective job of school-community relations save in times of stress. When teachers want a substantial increase in salary, or the implementation of an expensive school-building program is about to be placed before the electorate, "publicity" flows in flood-tide. Is it any wonder that sporadic efforts to "sell" education are viewed by the populace with a somewhat jaundiced eye? Activities of such limited scope are little more than propaganda even when dignified by such titles as "intensive campaign."

What we're going to need, and need badly, a few years from now on the secondary-school level is a public-relations-minded teacher in every classroom and as many experts in the many facets of PR as it is possible to develop. The matter is urgent, we feel, because that tidal wave of children which is now bursting our elementary-school system at the seams will reach the secondary schools in just a few short years, necessitating expansion of most present high-school facilities and the creation of new ones.

If you've taken time to descend from your

"ivory tower" lately you've probably heard those more than faint rumblings of what is to come when high schools are forced to ask for more and more tax dollars from the harried (it says here!) taxpayer. Already in our area "economy forces" are demanding that school boards put in all new buildings and additions just "working classrooms," forgetting, as one writer of letters-to-the-editor put it, the gymnasiums, the music and art rooms, the shops and the like "until some future time when building costs come down."

"A complete lack of understanding of what modern high-school education is, and what it has to offer to the next generation," you say? That's just the point. We've been going along for years concerning ourselves but little with any "interpretation" of what we're doing for, and with, our high-school youth. That kind of passive attitude is going to be a millstone around your neck and mine when the keep-the-taxes-down boys get swinging their hatchets, lopping off this, and paring that to prevent any further "squandering" of tax funds.

It is axiomatic, of course, that you can't continuously sell an inferior product to people. For that reason the staff of the Alfred Vail Junior High School works unceasingly to meet the educational needs of the 250 students enrolled. But in addition to "doing a good job" in the school this staff is convinced that within its membership are sufficient actual or potential talents to maintain a varied and effective program of school-community relations. It leaves no stone unturned to employ these talents to keep the citizenry informed of the oppor-

tunities, services, needs, accomplishments and planned program of education for all. And, as a result, many of its members have become rather adept at handling certain interpretative media—have become, in short, public-relations specialists as well as good teachers.

The teachers of English, for example, have found that they can command a rather wide readership among parents and friends of the students for the school publications prepared by the youngsters: the periodic magazine, the yearbook and the literary anthology. By reproducing the journalistic efforts of their charges in an attractive manner, these teachers know that they are not only motivating their classes to do better work but they are giving to one of our many publics undeniable proof that at least one phase of the "Three R's" isn't being overlooked.

One of these teachers in addition has experimented with a class newspaper when certain types of "writing" are being done, with the object of getting at least one representative contribution from each student in the division. Another has developed a flair for preparing unusually readable thumbnail notes which are used to fill up "empty spaces" on the theater programs used at evening performances. The idea there is two-fold: to give those attending the play "something to read about" while they are waiting for the curtain to go up; and to put forth certain facts and statistics which members of the audience might otherwise never see.

A third has developed a technique of determining and reporting pupil opinion through polls on important questions of the moment. Parents can well understand what is meant by trying to meet the needs of individual pupils when a junior-high-school teacher takes the time to find out the prevailing attitude of youth and adults on problems of dating, allowances and homework, to mention just a few, and then,

EDITOR'S NOTE

Mr. Lynch's point is that "high schools won't sell themselves"—and that therefore their faculties should get busy and do the job themselves. An interesting point in the public-relations program of Alfred Vail Junior High School, Morris Plains, N. J., which the author describes, is that many of the teachers have become adept in some particular publicity technique or area, and thus have carved out a niche for themselves as specialists. Mr. Lynch is principal of the school.

through its guidance program, the entire staff attempts to work out a reasonable personal adjustment or modifies the program of curricular and extracurricular offerings to fill the bill.

Another instructor prepares her students to give illustrated lectures such as "The Alfred Vail Story" which was used last year as part of a two-evening all-school show. This feature, employing colored slides, described the life of a typical Alfred Vail Junior High School student from his arrival in the morning to his departure at night, right from the first day of school until the last. So well was this gimmick for interpreting educational philosophy and program received that it was repeated at Kiwanis, Optimist and Exchange club meetings during American Education Week the following fall.

"Vail Night" itself is a wonderful example of how certain phases of the school program, all bearing "show-window" elements albeit not designed for that purpose, can be combined into an attractive, popular "all-school" performance. Choral speaking learned in certain curricular situations, folk dancing taught in the physical-education classes, parts of some assembly programs, expert instrumentalists and vocalists from the music department, and the like, are readily put together by a teacher or

two with that prescience—be it natural or acquired—called showmanship. The result wins not only warm applause for itself but added lustre for the school when it is realized by the school's clientele that the whole content of the performance is prepared as an integral part of the school's normal day-to-day activity and no part of it is especially devised for public display.

There are other more ambitious projects that should be recounted here. These cannot be successfully carried out by one teacher working alone but are best handled by small committees. An example is the series of brochures designed for use in guidance classes. Sent home early each year, they explain to parents as well as students what the school is all about and why certain things are so.

Each year as the Morris Township Education Association changes its elected and appointed officials, one or more of the Alfred Vail Junior High School teachers blossoms forth under those auspices and develops considerable skill in promoting public-relations projects that are slightly out of the pale of the school itself but certainly come within the general educational scheme of things. One year it's the chairman of American Education Week activities who will organize an effective "Back-to-School Night" for parents in order that they may hear at first hand the objectives of the various subjects and departments; another time it's the chairman of the activities committee who will start the ball rolling to underwrite the cost of furnishing two rooms in the pediatric wing of the new general hospital, providing sure-fire evidence that teachers are interested in the general welfare as well as in their own special problems.

These and the many other activities promoting good school-community relations reach their maximum effectiveness as media at the school because they are complemented and augmented by a year-round,

continuous program of school publicity in the local daily newspaper. With a once-a-week school news column as a foundation, and feature stories regularly prepared to attract attention and give a fuller, more detailed account, as many facets of the school's program, both curricular and extracurricular, are "interpreted" each year as possible. The effort is made to keep the news-flow going week in and week out by tapping less obvious news sources like methods of instruction when the more dramatic, and even routine, items fail to turn up.

Such a program takes time and energy to keep going. It's hard work but the effort is justified by the fact that this day and age is one of high-pressure advertising in which, by comparison, the good work being done in our high schools gets too little recognition. Of course we don't have the advertising budgets which permit us to spotlight continuously our virtues in show-windows and newspaper ads; on television and radio programs; and through posters in subway cars and on railroad platforms. But we do have many facilities within our schools and many talents among our staff members which we can combine into an enlightened program of school-community relations which will attract as much, if not more, attention than any program of "advertising" which a commercial firm can sponsor. For our product—an educated young America—has an innate emotional appeal greater than that which anything else can boast.

We must do something, and do it now, if we are to be ready to meet the problems which high schools will face in the near future when we have three pupils for every two we accommodate today. As one thoughtful writer expressed it,

"If in this world you wish to advance,
Your merits you wish to enhance,
You must stir it and stomp it
And blow your own trumpet,
Or, trust me, you haven't a chance."

Pupils tell the school's story:

Plainfield's Student NEWS BUREAU

By
GEORGE R. STRUB

I SEE YOU'VE got your name in the paper again tonight" is a common parental observation to a high-school son or daughter in our community. Nearly all the high-school news in our city newspaper is written by students.

These young people, all members of the Plainfield High School News Bureau, gather and write articles on high-school news for publication in the Plainfield *Courier-News*, a daily late-afternoon newspaper serving a population area of 65,000. The newspaper gives each student reporter a by-line on his article.

About thirty-five students who are interested in journalism and have the ability to write volunteer each year for membership in the P.H.S. News Bureau. Although most of the assignments are made by the faculty adviser, the students are encouraged to spot news and to offer suggestions for articles.

Students submit their articles to the faculty adviser, who edits them, has them typed, and sends them to the newspaper. A student messenger takes the available copy each morning before nine o'clock directly to the city editor. The faculty adviser takes the remaining copy in the evening to the night editor. This delivery service provides the newspaper with up-to-the-minute school news.

Before the articles can be delivered, however, they must be written. We have found our greatest sources of news to be the principal, the administrative assistant in

charge of school activities, class masters, department heads, counselors, and faculty advisers to clubs. The principal's calendar of events and the daily school bulletin likewise prove rich in suggesting news items. Teachers cooperate by sending us news tips on mimeographed forms which we provide.

Our records show that in one year we have had published about 400 articles covering over 3,200 column inches of space, or about twenty full pages. In that time the newspaper has printed about fifty pictures for us—some taken by the newspaper photographer, and some made from prints we have furnished. For three years we have averaged more than two items a day in the newspaper. The students are more than adequately telling the story of our school, through the P.H.S. News Bureau service, to their parents and to the citizens of the community.

What kinds of items are actually published? The following summary list, selected at random from our scrapbook of clippings, might contain helpful suggestions to schools wishing to establish a news bureau service:

Faculty

1. Faculty Beat Seniors in Basketball
2. Mr. Stine to Speak at Jefferson PTA
3. Miss Achtenhagen Publishes Article
4. History Teachers Attend Convention
5. Principal Kindig President of New Jersey ASCD
6. Teachers to Take First-Aid Course

7. Administrative Changes
8. Faculty Tea
9. Mr. Garthwaite President of New Jersey Department Heads
10. Eight New Teachers Come to PHS
11. Dean Hoff Gets Leave to Work in Palestine for Friends Committee

General School News

1. Courtesy Campaign
2. Seniors Accepted by Colleges
3. Homerooms Do Christmas Social-Service Work
4. Freshmen Undergo Dental Inspection
5. Pupils Address Kiwanis Club
6. Book Week Activities of Library Council
7. Yearbook Sales Campaign
8. Homeroom Presidents Inducted
9. Six PHS Students Chosen for All-State Band
10. American Education Week Observed
11. "Milestone" Dedicated to Mr. Bruguere
12. School Banking Resumed
13. Boys Register for Draft at PHS
14. Students Attend Opera Performance
15. Interclass Play Contest
16. Football Queen's Coronation
17. New Report Cards for PHS
18. School Evaluation Set
19. Handbook to Be Revised
20. Parents Visit School

EDITOR'S NOTE

In a single year, the Student News Bureau of Plainfield, N.J., High School has had about 400 news stories about the school and about 50 pictures published in the local newspaper. This student news bureau is one of quite a number that are operating successfully in high schools across the country. Mr. Strub, who explains the plan and shows the kinds of stories the bureau gets published, teaches in the school.

Students

1. Joyce Popovitch Wins D.A.R. Award
2. Robert Sbargh Wins National Photography Contest
3. James Graves Paints Mural for Mrs. Whitford's Homeroom
4. Trudy Barna Wins National Poetry Contest
5. Donald Reinken Wins Latin Medial
6. Val Skove Appears on Junior Town Meeting Program
7. James Peale Wins National History Contest

Assembly

Each week an article on the school assembly program is written.

Student Groups

1. Bowling Club Tournament
2. Freshman Girls Try Out for Cheerleaders
3. German Club Shows "William Tell" Film
4. Library Council Trip to Trenton
5. Latin Club Host to New Jersey Classical League
6. Student Receptionists Named
7. New Junior Class Officers
8. "Entree" Members Attend Columbia University Press Meeting
9. Annual Convention of New Jersey Student Councils
10. *A Cappella* Choir to Present Choral Festival

Social

All class plays, dances, and parties are reported in detail, including names of committee members.

Departmental

1. State Physics Day
2. History Classes Visit Metropolitan Museum and Cloisters
3. JBT Classes See Banking Movie
4. Freshman English Classes Visit Public Library
5. New Consumer Math Class Formed

6. PHS Latin Team Highest in New Jersey
 7. English Class Cheers Sick Member

Sports

Major sports are covered by a regular *Courier-News* reporter. Girls' sports and boys' intramurals are handled by the Plain-

field High School News Bureau reporters.

Vocational Conferences

Every Friday, from January until April, four or five speakers confer with student groups interested in vocational counseling. Each conference is reported in detail by the News Bureau.

Tricks of the Trade

By TED GORDON

IF YOU DARE—There is a vital source for self-improvement that most teachers have left untouched. That is the comments of the children we teach. So I mentioned to my seventh graders that everyone could improve and suggested that they write down what they thought I needed to change or improve. The comment that surprised me most was that I looked at children who raised their hands during a discussion and then did not call on them. So I endeavored to remove the bar to good relations by being careful either to call on those with hands raised or to acknowledge that I had seen them.—*Laura Edwards Golden, Central Avenue School, Newark, N. J.*

CLEANING PAINTINGS—To clean and brighten oil paintings wipe them carefully with a clean cloth dipped in sweet oil or olive oil.—*Western Family.*

—♦—
EDITOR'S NOTE: Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.

ALERT YOUR CLASS—To a class that is inclined to be inattentive announce at the beginning of the period that you are going to make one completely false statement during the class hour and that you will check at the end of the period to see how many caught it. You'll have some good listeners for a change. If your class catches you a couple of times and shows signs of cockiness, jolt them by making the announcement and then sticking to the absolute truth. This makes your announcement a false statement!—*Harold Rolseth, Pewaukee, Wis., High School.*

PERCENTAGE OF ATTENTION—Every once in awhile during the course of a class activity, count the number of pupils who are not paying attention and figure out the per cent of attention going on. Apply the result to your annual salary and thus compute your actual worth to the school. Are you really teaching a class or just think you are? You may be surprised!

TEXTBOOK INSPECTIONS—Periodic, semi-monthly textbook inspections will go a long way toward keeping books in good shape. Notify your class a day in advance of each inspection so that erasing and cleaning can be done.—*Harold Rolseth, Pewaukee, Wis., High School.*

Some Higher Phases of LIFE ADJUSTMENT

By CHARLES A. TONSOR

OVER A DECADE ago, I explained to the faculty the fundamental concept of guidance, stating that there was nothing new about it. I stated that the Greek word, pedagogy, meant "guiding the youth," and the Latin, *educatio*, from *educo*, *educare*, was a translation of the Greek meaning "acting as guide for." Since that time a mass of techniques and varieties of personnel have been established which tend to make the teacher a mere cog in the machinery grinding out information, but turning over to "curriculum experts," social planners, statistical experts, and guidance counselors, the real work of guiding the child. If that goes on, the pedagogue's role is over.

Today a new procedure has been heralded. Education is to be for life adjustment. The old "subject curriculum" is to be replaced by "resource units," "teaching units," and all the abacadabra of pedagogues. Having driven the teacher out of guidance, the teacher is now being driven in again, but in a mechanical sort of guidance, guiding the pupil in what he chooses to do. The "soviet" (committee) of pupils and teacher working in "committee" will determine the needs and educational procedures required for life adjustment for the pupil.

Society and the parent please take notice. New empires must be built, new courses to support new professors, new personnel to do—perhaps not even equally well—what has been done before. The children have become the guinea pigs of pedagogical experimentation without any qualms of conscience concerning the wreck or ruin that may be made of their lives.

The term life adjustment, like the term guidance in the decade past, is being bandied about as if it were something new—involving new matters, new methods. Actually life adjustment, like guidance, has been the goal of education since the year one. The humanistic education of the Greeks and the Romans, the teachings of the philosophers, aimed to adjust the individual to life—the life of the spirit—and liberal-arts education was aimed to free the mind of man for its highest utilization and produce a mind which would govern the life of a free man. If Socrates was not teaching for life adjustment, it is hard to say for what he was teaching.

The current babbling about life adjustment is more concerned with the specific material details of current daily life than it is with the life of the spirit which would of necessity color daily life. It is more concerned with advertising than with mathematics or aesthetics. If family relationships is not the theme of the Antigone, what is? If sex relations is not the theme of the Medea, what is? Yet the life-adjustment school has pushed out the classics for "life adjustment." The one who reads the history of the reign of Hammurabi finds the problems that beset humans in those days were not much different from those of today. Only the material things have changed—autos instead of horses, railroads and trucks instead of camels. But the crooked tax collector is still with us, and the tax-hungry government that bled its citizens white finds an exact counterpart in our age. Likewise the civilization that wrought its own destruction by constant war and training for war.

The nature of life-adjustment education depends on what forces are operating on the child: the philosophy of the teacher, the philosophy of the culture, the ideals of the community. A good Latin teacher will do as much for life adjustment as any consumer-education teacher. The subject is immaterial; what counts are the ideals that will mold the spirit. So will a good mathematics and a good Spanish or history teacher adjust a student to life—not just to commodities and dollars and cents; but even, if it must be, through committees!

Two factors are dominant and have been dominant in true life-adjustment education. Those who talk life-adjustment education do not mention the most important one because they cannot translate the statement of the great mind who made it. When a young man of Athens asked Socrates to name the secret of happiness, Socrates replied: "*Gnothe seauton*"—"Know thyself." And the corollary, which Socrates demonstrated in his own teaching, is—"Gnothe tous paidas"—"Know your students." Given these two factors, a student who knows himself and a teacher who knows his pupils, you have life-adjustment education.

To help the student find himself, to help him locate himself in the scheme of things, that is life-adjustment education—not how many cokes he should be able to buy for a quarter if advertising did not absorb so much of the cost of the production dollar. He may not want the coke! But he will always have to live with himself and he will always have to live in a culture and hope for a life of the spirit beyond the limits of this life of things. It has been so ever since man discovered philosophy.

Far more troubling to the young person than adjustment to material things is the adjustment to spiritual things. Sex education without a sound philosophy of life on which to build is merely education on how to avoid consequences. When we teach for real life adjustment we are aware that the young people are not in step with their

various maturities and one of our problems is to try to get them in step. We are most of us aware that a young person has several maturities: (1) physical maturity; (2) mental maturity; (3) emotional maturity; (4) social maturity; (5) moral maturity. Unless these maturities are integrated properly, life adjustment may be a trying experience. Unless moral maturity keeps pace with physical maturity and intellectual maturity, the young person, regardless of how fine the home from which he comes, may find himself in serious trouble.

Moral maturity rests on moral training and a recognition of the moral law as an absolute beyond the power of humans to legislate or change. The Ten Commandments, the Sermon on the Mount, the Two Great Commandments are absolutes. They represent a categorical imperative as operative in the world law as gravity is in the material. They hold all persons at all times and in all places. If morality is a relative, life adjustment becomes next to impossible because what is relative for one is also relative for another but differently, and the two relatives result in unhampered action by the libido.

Morality and character education are a must in life-adjustment education. If the only reason for not stealing is that the youngster would not like a person to steal from him, morality rests on a very weak basis and the adjustment to life is only the adjustment to a personal hedonism.

Practically every subject lends itself to

EDITOR'S NOTE

Our life-adjustment programs, Dr. Tonsor believes, have placed such an emphasis upon practical matters that they have become too materialistic. He maintains that the best life-adjustment education will retain an aesthetic and spiritual point of view. Dr. Tonsor is principal of Grover Cleveland High School, Brooklyn, N.Y.

real life-adjustment education. There is no need for new subjects, new curriculums. There is need for teachers alert to the problem, teachers who will discuss problems, teachers who will place the life problem in a piece of literature above the techniques of the literary guild, and fit it into its social setting.

The trouble with most teen-agers is knowing the life to which to adjust. To the life of the movies? To the life of the yellow journal? To the life of the radio? To the life of the church? To the life of the school? To the night life of the community? To the life of the butterfly in a flame? What life? Once they are cleared up on what the life

is to which they must adjust themselves, they will proceed successfully. The lack of moral standards, the indifference of parents and others to the need for thinking of the student, the need for good example, the constant advertisement of vices and the ignoring of virtues, the stress on the hedonistic aspects of life to the neglect of the stress on the sense of duty, leave youth very much confused.

Give youth a sense of the validity and reality of the moral law, a set of examples to imitate (as Cicero mentions in the *Archias*), discuss with them the "Why?", "Under what compulsion must I?" and you have real life-adjustment education.



Current Teaching Materials: Resource Folder Filing is Easy

One of the main problems that has prevented many teachers from making effective use of current teaching materials has been that of organizing them so that desired items can be found when needed. The resource folder system provides a relatively simple and easy way to do this, and is recommended to those teachers who want to enrich their teaching with these materials, but who cannot afford to spend the long time it would take to work out a system of their own.

The resource folder system is centered around a set of manila folders, one for each of the main topics studied. Within each folder are lists of the various types of teaching aids that would contribute to the study of that unit. Titles and location symbols are jotted down on these lists, with cross-referencing being accomplished by placing the title in all the resource folders where the item would contribute. Materials recommended in professional publications are recorded on file cards, the titles alone being listed in the resource folders. These cards are used to order new materials as desired. The resource folders and the supplementary card file provide the information needed either to locate one particular piece of material or to gather together all kinds of teaching aids relating to one topic.

With this system, the actual teaching materials can be filed in the simplest way possible. Pamphlets,

clipping folders, and folded charts are kept in alphabetical order in a vertical file. File cards are also alphabetical, with separate sections for pamphlets, films, recordings, books, et cetera. Magazines are kept in chronological order on shelves, and large charts are given key numbers and placed on special shelves. Because of this simplicity of organization, students can keep the materials in proper order. The chief labor required of the teacher is to jot down titles and location symbols in the various resource folders and to supervise the student clerks who handle the materials.

In these many ways the resource folder system meets the criteria of an efficient system. It is economical of teacher time and help. It includes all kinds of teaching material, and exploits the many possible uses of any one item by cross-referencing. Because the material lists are kept loosely in a folder, rather than bound into a book or pamphlet, resource folders are extremely flexible. With the card file as a continuous source of new suggestions, it is easy to keep the lists up to date.

This system thus offers a practical solution to the problem of organizing teaching materials for effective use, making it possible for teachers to exploit more fully the resources now available for meeting the ever-expanding needs of today's youth.

—GORDON F. VARS in *Chicago Schools Journal*.

MY STUDENTS AIR THEIR GRIPEs

By
YOLAN V. TANNER

THE CLASSROOM CHERUBS stared at the familiar sheets of stark-white, lined paper which I held in my hand when I walked into the room, and I noticed a number of silent groans as they realized that the equipment spelled another composition. First they straightened in their seats and then relaxed, listening unbelievably, as I made the assignment:

"Air your gripes about this English class—anonously."

In the snatches of their confessions reviewed here, unadulterated by the marking pencil, contradiction predominates. Approval almost cancels the gripes, making me either nonentity or human—though a teacher.

About the teacher

"At last I can blow off steam! On airing my gripes I would like everyone to take a wiff of this. About three days out of a week we come into the class before the teacher. The windows are wide open. All of a sudden there is a shout 'chicky' and the teacher walks in. Then is the time to duck. She stands at her desk, looks everyone in the face, and yells at the top of her lungs to shut up. By this time everyone was quiet anyhow. Then she looks around, sees that all the windows are open, and threatens all with detention to try to find out who opened them."

"The teacher? She's swell. She doesn't give homework every night, but when she does, oh brother! I like her because she can take a joke. When you have a pleasant teacher you don't mind working for her."

"When the teacher is mad about something, she takes it out on us by giving us extra chapters to read."

"Show me someone in second-period English who hasn't suffered under the sting of the sarcasm bug."

"She isn't a bad English teacher. But she sure can slap detention on anyone, anywhere, anytime—especially on athletes. She doesn't like them too much."

"She's a pleasant teacher and up to date. I mean that she is in the twentieth century." (I have fifty years leeway here.)

"Our teacher is very good, but she doesn't explain in terms we understand."

"I have no gripes about the teacher. She gives little homework, explains fully the work, helps you when you need it, and is a neat dresser."

"One of my gripes has just happened now! After we have written one line just under the title, she gives the directions to skip a line. Out come a dozen erasers and we're off to a good start by rubbing nice little holes in the paper."

"I don't know where you think up those fancy tests."

"I like the grown-up manner in which the teacher treats us."

About boys, girls, and pets

"The trouble with this class is that the

 EDITOR'S NOTE

Mrs. Tanner's assignment to her students was: "Air your gripes about this English class—anonously." That started an avalanche, of which she presents for your edification a sort of anthology of choice bits. Mrs. T., who explains three good results of the project and recommends it to CLEARING HOUSE readers, teaches English in New Brunswick, N.J., Senior High School.

girls get all the brakes. Any little thing that happens is blamed on the boys."

"The teacher likes the boys, she thinks they're cute and she lets them comute back and forth."

"Let a girl just breathe a little louder than usual and you would think Mt. Vesuvius was erupting! On the other hand some days she won't let anybody talk, not even the boys (and that's something)."

"The teacher takes it easy on some of the girls. There's a couple of guys like scurby Herb and barrel Brenner that waste too much class time arguing between themselves and the teacher."

"Little 'eight-ball' gets away with MURDER! He always starts an eraser fight and Dick gets blamed. We should get rid of those kind of muffs."

"The boys continue to annoy the teacher when she is trying her best to show a sense of humor. The English teacher needs special patience to cope with such human beings."

"The boys in this class are a pack of chickity old hens who crack rotten eggs back and forth."

"Every now and then the boys and girls

take sides and when we get wound up it's like the atomic bomb just blew up in the middle of the room."

About the setting

"The important things about English I like. The room is cool, the pencil sharpener works fine, and the waste-paper basket is within easy reach."

"The seats are very uncomfortable, especially the one with the desk you have to hold on your lap!"

"When the class gets boring I like to read and the teacher does not like two New York papers. Neither do I but it's something to do."

About subject matter and equipment

"What the teacher and Shakespeare don't know is that what they say goes in one ear and out the other. There are so many other authors trying to make a living and are still alive. Why don't we give them a chance?"

"Poetry is kid stuff."

"I don't mind reading books, but when it comes to this god and goddess book you can have it."

"I like the arrangement of alternating reading and grammar. It gives your nerves a chance to untangle."

"I always used to hate grammar but the way she teaches it I am getting to like it better."

"I have always liked English but this year I have my doubts. I don't think the teacher is a very good when it comes to

verbs. She is good however, in story-telling and books."

"I think the English Department lacks a lot of equipment which the board of education should look into."

Miscellaneous

"When I chew gum I can concentrate better."

"One of my gripes is making the whole class come in after school when most of the time it's only a few people who are bothering the class."

"I don't see where English class helps you to better your language because $2\frac{3}{4}$ hours of the day you speak as the other drips do."

Anonymous signatures

Lemon Head

Joe Shlump

A student with love XXXXX

Joe Smoke

Signed #48065R

By someone unknown, I hope

The results of the papers seemingly indicate that the procedure was profitable as an aid in releasing student frustrations. The open-minded teacher can make such a lesson really useful by sifting the criticisms and allowing constructive ones to take hold.

In the oral review of the gripes the teacher has the opportunity to clarify misunderstandings about teaching procedures that have baffled the "in-front-of-the-desk" observers.

Teacher-Pupil Planning: 5 Points

Since ruling one's self is far more demanding than being ruled, students need constant teacher help in conducting a democratic class. Of that I am certain. As I look back on three years of teacher-student planning and class management with tenth graders, I can see that the sloughs came when I was napping.

From experience I have learned that I must remind myself from the first exciting week in September until the last exhausting week in June of these five basic principles:

1. I must make the purpose of such a class clear to the students. . . .
2. I must be flexible in adapting the plan to each new group. Some classes can be let canter on with no curb rein almost at once because of their steadiness and maturity; others have to be held to a slow walk or an easy trot for a long time. I must know my group and then give them only the responsibility they can handle. Incidentally, since I have faith in the human spirit, I believe I have no right to give up with any group no matter how immature they may seem.
3. I must prepare carefully for my part in teacher-student planning. . . .

4. I must allow time for both formal and informal evaluation. . . .

5. I must let each group make mistakes. This may seem paradoxical in a discussion of ways to prevent unwise expenditure of time, but I believe it is essential to ultimate learning. If I rush in to prevent mishap, students will never learn through experience.

For instance, last year I let one of my groups decide to have exorbitant dues because I knew they would soon realize, as they did, the impossibility of collecting them. This gave me a natural opportunity to teach them the parliamentary process of reconsidering a question and to suggest the need for carefully considered group action in such a situation.

I am sure that there are moments when time sifts away incompletely realized in democratic classes, but I believe that there are many more compensating moments in which students are learning on several levels at once—learning not only to use their language more effectively but to realize a little more what it means to be a constructive force in a democratic society.—ELIZABETH GORDON in *The English Journal*.

A big gun in the salary battle:

Local Teachers' Library of SALARY FACTS

By
HENRY M. BRICKELI.

SALARY COMMITTEES are usually appointed by teacher groups just in time to slam the door on the wolf's nose. They are chosen to examine the compensation problem long after anyone equipped with the simplest instruments could have seen trouble on the horizon.

As often as not, these emergency committees die of exhaustion after winning a single victory. Another year: another committee, a new study, more negotiations. If teachers are to advance to higher levels of compensation—indeed, if they are even to retain their 1939 purchasing power—they must achieve far greater continuity in salary study and salary negotiations.

The development of a continuous study of compensation should strike at the heart of a fundamental problem not widely understood. From top to bottom, the profession is shot through with administrators and teachers who, lacking the facts, feel unjustified in asking for increased compensation. They know that teachers' checks, before taxes, read twice what they did ten years ago; what they seem not to know is that these checks buy very little more than they bought ten years ago.

As long as teachers let boards of education or community groups discuss salaries in terms of ciphers on the check rather than insisting that purchasing power alone provides a basis for intelligent discussion, just so long will price rises noiselessly nibble away the slight gains teachers periodically make. There is no good reason for school staffs to be the docile pupils

of boards or businessmen when taxes or salaries are discussed. Teachers should know more about salaries and the financial structure underlying them than any laymen.

But, obviously, the spasmodic lurches of emergency committees will not lead staffs to such a level of understanding. Until the day when an unprodged public appreciates and compensates teachers properly, the profession must build a tradition of salary concern and action easy for staffs to follow and natural for boards to accept. More than staff understanding could come from such action. Political adroitness, found among teachers about as often as Cadillacs, might begin to show up in staff dealings with individuals and groups in their communities. This political skill, coupled with a new confidence in the validity of their demands, could become an extremely powerful device in the hands of teachers.

Perhaps the best single means of moving school staffs toward this status is the establishing in each school of a well-tended library of salary facts and of techniques for organizing and presenting such information. Although the NEA and state education associations should gather and publish reports of effective techniques as well as facts, the initiative for compensation campaigns must spring from local situations. Initiative will come naturally from teachers who are always informed; it cannot be pumped in from outside. That is why a central source of data is not enough.

There must be available in every school continuous files of data that will keep interested teachers *ahead* of developments. Then staffs will be in a position to anticipate their needs and can prepare in advance to meet them. If emergency measures are demanded occasionally, the necessary material is waiting in the files, and it is material better than anyone else can produce on short or long notice. Furthermore, assembling data over a period of years will give the staff a historical perspective on local and national trends unmatched by that of anyone else in the community.

Such a salary library should contain professional publications devoted wholly or partly to salary matters. The journals of the NEA, the state education association, and the American Federation of Teachers, along with the regular and special publications of the Research Division of the NEA and special publications of the AFT, should be on file. Other professional magazines, as well as books dealing with the area of compensation, should be examined for relevant material.

A word might be spoken here about the need for statewide or national organizations to issue to their members regular or special reports about current compensation levels and trends in the geographical areas they serve. Some excellent articles appear from time to time in professional journals, but, here again, the necessary continuity is lacking. Since 1946 the Research Division of the NEA has issued annually in the fall a bulletin titled *Schools and Current Economic Trends*, a meaty summary of compensation developments. The series should be on file in every salary library. This kind of publication needs to be supplemented by detailed information on individual school systems—information which could perhaps be compiled by state associations for distribution to interested members. (The AFT at present performs this kind of service for member schools and for other schools concerned with the prob-

lem.) Furthermore, state associations might well offer consultative services to teacher groups needing facts or skills not available to them elsewhere.

Newspapers, newsletters, and non-professional magazines are often first to print cost-of-living data or "average-family budget" studies. Clippings of such information are very useful.

Occasionally a university study has some bearing on the compensation problem, but the most prolific source of information on income and cost-of-living patterns continues to be the Bureau of Labor Statistics of the U.S. Department of Labor. Some of its most useful data are the Consumers' Price Index, the itemized incomes of various occupational groups, and the comparatively new inter-city index showing relative price fluctuations in major cities.

Certain local studies may supplement national figures with local cost-of-living trends, typical-family budgets, occupational-group incomes, and similar data gathered by the school staff or by commercial and labor organizations. Special attention often needs to be given to local taxation matters. Detailed knowledge of a district's tax rate (computed on *true* as well as on assessed valuation); the assessed valuation of local property (perhaps plotted on a tax map to sharpen details); and the prospects for changes in the actual

EDITOR'S NOTE

Mr. Brickell doesn't think much of emergency salary committees as a means of winning raises for teachers. He favors a continuous study of the price-and-salary problem, conducted by each local teachers' group for its own use, in which the chief feature is a "library of salary facts." The author, a former teacher in Bloom Township High School, Chicago Heights, Ill., at present is working for his doctorate degree at Teachers College, Columbia University.

or assessed valuation of property often prove useful to staffs investigating salary levels. Knowledge of the school budget and prospective trends in enrolment and staff size helps teachers project possible future distribution of school funds. Information about neighboring cities—schedules, taxation patterns, living costs—helps staffs gain perspective on their own situations.

The salary library should build over the years a substantial collection of data on local budgets, salary schedules, and contractual arrangements, as well as a collection of municipal and state wealth and tax facts. In addition to these fundamental data, the files should hold information about the individuals and groups in the community who may be of help to teachers in salary problems, and should contain valuable narrative summaries of salary committee activities in other years.

But we have spoken somewhat as if the same teachers will always form the staff of a given school. This, of course, is not the case, and it creates a special problem. Turnover tends to be greatest among those at the lower salary levels, creating in many schools a core of experienced, highly-respected teachers who are least in need of higher pay. The combination of hunger among the timid and satiation among the bold is not conducive to much pounding on the feast table. What is needed is a self-perpetuating arrangement which will produce continuous use of the salary "laboratory."

Many school staffs today employ some kind of running committee to watch over the area of compensation. Such a committee should have rotating membership along with a provision for overlapping terms of experienced members. It is not enough that a small group of enthusiastic and informed teachers, however skillful, make up a permanent committee. Understanding and skill in salary matters must be spread widely among all teachers.

Well before the adoption of the school

budget each year, or whenever necessary, the current committee should make for the assembled staff a graphic presentation of their status. (The meeting should be as private as the least articulate person needs it to be for the free expression of his ideas.) Graphs, charts, brochures, questionnaires, and other devices may be used to inform and to organize faculty opinion. During the periods before such meetings, it may be desirable to issue brief reports of significant trends in local, state, or national affairs.

From time to time the matter of compensation may need to be brought before various community groups. The need for this to be done by skillful, informed people cannot be too strongly emphasized. The selection of the time, place, and personnel for this task should be a joint decision of the entire staff and the board whenever possible.

Unhappily, there are times when relations between teachers and the board, or even between teachers and the administration, are such that teachers can best present their own case for increased compensation. The organization of the salary committee and the skills it has at its call should always be such that an independent campaign can be conducted if necessary.

The salary information files should be located in the school library or at some other central point where individual teachers can explore them at will. The local situation may even demand that the files be kept at some special place designated by the teaching staff. Accessibility is always essential; privacy sometimes is.

Such data, readily available to all teachers in continuous salary-information files at any time, and regularly presented to staffs by well-informed committees, would bolster the flagging spirits of many teachers. We shall need all the support we can get in the campaigns for increased compensation which must inevitably be waged in the years just ahead.

Professional Reading:

survey shows good, poor school practices in providing journals and books for teachers

By

GAYLORD D. MORRISON

A STATEMENT frequently made by experienced teachers is, "I made my greatest professional growth after I became a teacher"; or as a certain mathematics teacher once said, "I did not feel that I had a functional understanding of algebra until the first year that I taught it."

This illustrates a basic Dewey concept of learning by doing, and education as experience. Another well-known principle which teachers use with pupils is that learning takes place more readily when there is a need and interest felt by the learner. If this is sound practice for children there is reason to believe that it would also be profitable for the in-service growth of teachers.

The question arises, how can up-to-date, pertinent information be supplied to teachers on the job even in remote areas, at the time when it is needed and at a cost commensurate with school budgets? A method of teacher assistance which does a fair job of meeting all these requirements seems to be a reading program of suitable books and periodicals.

There is plenty of evidence that there is a large amount of reading material available. *The Education Index* lists 192 educational periodicals in current circulation. Many foreign, local, and irregularly published magazines are obviously not included. Books and pamphlets on every phase of education helpful to teachers and administrators are published by the thousands. Probably no other professional field has as much literature to be read as the profession of education.

A second question arises: Are educators taking advantage of this large amount of material? In a city-wide survey, Simpson found¹ that 37 per cent of the teachers had read less than two professional articles in the past month, that only 34 per cent had read more than five articles, and that two-thirds of the teachers spent less than two hours per month doing professional reading. Forty per cent had not so much as looked at a professional book in the same month.

A survey² recently conducted by the writer obtained information from 123 teachers employed in midwestern public schools of various sizes. It was found that 22 per cent reported teaching in schools where the administration made no provision for any type of professional reading materials. Of the 78 per cent having some reading materials available, the range was from a few books to a large collection in some instances. Thirty-one per cent of the teachers having access to reading material reported that the school's professional library consisted of ten books or fewer. No attempt was made to determine the suitability or copyright date of these books; however, it is rather evident that the local schools in general are far from adequate in providing this type of teacher aid.

The survey further showed that in the schools having some type of professional reading program, 14 per cent had access to

¹Ray H. Simpson, "Reading Disabilities Among Teachers and Administrators," *The Clearing House*, Oct. 1944, pp. 85-87.

²Survey was financed by Alpha Mu Chapter of Phi Delta Kappa, Colorado State College of Education, Greeley, Colorado.

EDITOR'S NOTE

There are thousands of books and pamphlets for teachers and administrators on every phase of education, and something like 200 educational journals. What practices do school systems follow to make these publications available to their staffs? Dr. Morrison's investigation of this problem covered school systems of varying sizes in some Midwestern states. The programs in a majority of these places are poor—but the practices of a sizeable minority indicate the remedy. Dr. Morrison is assistant professor of education in Colorado State College of Education at Greeley.

three magazines or fewer; 64 per cent had four to ten magazines; and 22 per cent had eleven or more magazines.

As to methods of financing, it was found that approximately 75 per cent of the schools having a professional library received all support for the service from the district appropriations. Other schools had such methods as teacher cooperative funds, activity funds, and various combinations. This evidence points toward such an expenditure being accepted as the district's obligation.

Comments expressed by approximately a third of the teachers reporting indicated a dissatisfaction with their schools' professional reading program. Mention was made of the inadequacy of materials, or poor administration and use of those that were available. Many teachers expressed a genuine desire to see an improved reading program developed in order to promote their professional growth and a maximum teaching effectiveness.

It was enlightening to receive special letters, in addition to the postcard questionnaire which was sent out, from some of the teachers and principals reporting a rather extensive and functional type of professional reading program provided for their staffs. As an example, the following is

quoted from a letter received from a junior-high-school supervisor in Omaha, Nebr.:

We have a very fine professional library housed here in the central offices. This library subscribes to 60 professional periodicals, we receive 30 more without charge, and various publishers send us enough to raise the total number to 120. These are bought by board of education funds, are usable and used by all members of the staff. In some cases we get more than one subscription per magazine. The library also includes more than 5,000 titles in the book department. This, of course, does not count all of the things which come from the city and college schools, etc. All in all it is a very fine collection.

The thing which makes it really function, however, is the librarian. She is a full-time employee, and never fails to call to our attention any of the new materials which we should see. She also routes all of the materials through the staff. I myself receive and "read" about a dozen. The "Superintendent's Bulletin"—a weekly paper sent to the entire system, calls attention to new materials, and often includes good reviews of available matter.

The following portions of a letter from an elementary principal in Milwaukie, Ore., shows the relationship of the central office to the individual schools in the routing of materials and other administrative details:

In reply to your inquiry regarding professional reading materials for the teachers in our school . . . we receive 17 magazines each month. . . This group of magazines is purchased for us by the school district and a set is received by each of our seven buildings. A second group of magazines, including *Phi Delta Kappan*, *Educational Forum*, *National Elementary Principal*, and *Scouting*, is my own personal property but is placed on our shelf for general use. . . *Today's Health* is presented to us through the County Health Association and *The National Parent Teacher* is presented by the local PTA.

I have access to four other magazines which the superintendent routes through the buildings: *American School Board Journal*, *School Executive*, *School Management*, and *Nation's Schools*. These are returned to the superintendent's office and kept on file.

With respect to professional books, we have two libraries at our disposal. We have a small curriculum library (approximately 100 books) in the superintendent's office, about half of which are more than ten years old. The second library is

that maintained by each principal within his own building. . . . My own collection has 37 books less than ten years old. Fifteen people have access to my personal library and 87 have access to the superintendent's collection.

We are on almost everybody's mailing list and bulletins and pamphlets come across my desk faster than they can be catalogued.

The problem of getting people to do the suggested reading has been a perplexing one. I consider it a part of my supervisory activity to read as much of the material as possible and then mark certain articles or pages for those teachers who would be interested in them, or would profit from them. . . . Our district is blessed with a superintendent who believes in this sort of thing and rarely turns down a request for materials if he is sure that the materials will be used.

A third report from a school system hav-

ing 147 teachers and nine buildings indicates that they first provided a rather adequate library of professional books and magazines in the central office but found that was inconvenient for the teachers to use. They have now organized a circulation of the materials so that they may be available in the respective buildings.

In summary—many schools and teachers are doing little to utilize the potentialities of in-service growth through reading materials, in spite of a widespread admittance of their value. The schools which are making progress in this area are giving both financial support and careful administration to make the program function. It can be done.

♦

Findings

♦

GLASSES: "Men do make passes at girls who wear modern glasses, say teen-agers in a poll reported by the American Optometric Association." That's all there was to this "finding" sent to us in a batch of publicity releases from the AOA. So if you use it to hearten some girl student who needs glasses, just hope she won't ask, "How many were queried, what per cent said that, and what was the Probable Error?"

REWARDS & SOCIAL-CLASS STATUS: Children of higher social-class backgrounds tend to receive more than their proportionate share of school rewards, such as high marks and offices, says Stephen Abrahamson in *Educational Research Bulletin*. Mr. Abrahamson's study included 705 students in 24 homeroom groups of 6 junior high schools in different communities. The students were identified as being in one of 4 social-class groups: upper-middle, lower-middle, upper-lower, and lower-lower.

In proportion to their number, the upper-middle-class students received more than twice as many

A's (highest marks) and only one-fourth as many E's (lowest marks) as they were entitled to statistically. The lower-lower-class students, on the same basis, received only one-sixth as many A's, but four times as many E's. In the 6 schools, office-holding tended to gravitate to students in the top social-class group, leaving disproportionately few offices for students in the next two groups, and no offices at all for students in the lowest group.

From this study Mr. Abrahamson concludes that "social-class backgrounds of students are probably a vital factor in determining whether they will receive rewards." From this and other studies of the problem, the author concludes that "The reward and penalty systems of junior high schools probably reflect middle-class standards and values." He believes that since innate ability, intelligence, and emotional needs of children do not vary according to their social-class backgrounds, we have "an obligation to provide learning incentives (rewards) for all children, regardless of social class."

ADVANCED WORK: More than 18% of men high-school teachers in Wisconsin hold the Master's degree, but only 9.6% of the women high-school teachers do, according to a random sampling of almost 50% of the state's high-school teachers and principals, reported by Stuart A. Anderson in *Wisconsin Journal of Education*. However, the women more nearly equal the men's showing on professional training beyond the Master's degree: men, 16%, women, 14%.

—♦—

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

There's always a way:

When the Class Talks BOGGED DOWN

By
HAZEL BLACK DAVIS

RIGHT IN the middle of what could have been failure and completely wasted time, things turned. The assignment was one of the kind designed to fit many needs. It was all-inclusive. As I analyze it now, I know it was too inclusive.

It was near the end of a semester in English 22, with the "regulars" of this age group taking English 31. Many of the students in English 22 were retarded because of illness, moving, and a few from just plain indolence and indifference. The whole course had been an attempt to meet needs. Any effort to repeat previous work had always seemed to cause boredom. Regardless of the quality of work that had been done, having had it once meant "No more of that for me!" I doubt whether even the most glamorous and enthusiastic of teachers could bring out many sparks of enthusiasm for "warmed over" *Silas Marner* or *Julius Caesar*.

So English 22 had been developed to try to meet needs. One clearly recognizable need was the oral theme. In this particular class, the shortest talk contained a long list of errors in grammar, sentences connected by "and so's," plus poor posture, sloppy enunciation, poor pronunciation, and not even an inkling of a short acquaintance with audience contact. Each recitation was isolated, regardless of efforts toward unity.

For the assignment the students had been asked to make reports, with possibilities infinite, it seemed:

- A Book I've Enjoyed
- A Recent Movie I Liked
- A Magazine Article That Appealed to Me

How I Read a Newspaper

Surely all could find a niche in that list.

Came the day! The first talk was a comparison of the movies *That's My Boy* and *Saturday's Hero*. Response was quite good, as nearly all of the pupils had seen the pictures. Then came a gem of a talk from a student employed in a nearby theatre each night. He told of the time, money, and drawings needed for a Walt Disney short. Interest reached such heights during his story that success really seemed to be on the way. Perhaps previous estimates had been wrong. Perhaps other assignments hadn't met needs as this one was indubitably doing.

Then it happened! Bill had been rather responsive before. This time, asked for his talk, he said, "I don't have none."

Silence.

The next pupil was called upon and the response was familiar, "I don't have none either." (Double negatives had been studied recently.)

A third gave a reply just as disheartening.

Every teacher has experienced this sort of thing. It is *the test!* What is done can mean success or failure. Failure is certain if the teacher takes this moment to give a lecture on the importance of showing responsibility. Deep down in his heart, anyhow, is the conviction that if the first person who refused had conformed, the other timid souls would not have refused. Confidence is needed, a showing of the way—some leading.

Many will stop right here and give a sermon. ("That's exactly what's wrong with

teaching in America today—coddling! I'm no baby sitter. If a student expects to pass my course, he must show some maturity. Do you expect us to pet and pamper students always? They won't be led by the hand-out in real life!")

No. But they may lead!

This is what I said:

I surely hate to put zeros in the book on an assignment designed for enjoyment. I had really looked forward to this day. I have a suggestion. I know, Bill, that you have a work permit, and that you leave school each day at twelve o'clock. I'd like to make a deal with you. Suppose you start with the moment you finish your third-period class and tell us exactly what you do from that moment until you return to your home after work. If you can do a good job, we'll let this count as your talk. We'll make a similar proposition to the other two who refused to talk.

Here was contact! Vitamins long taken had just begun to work. Atomic energy had come in for some peace-time use. A person groping in the dark had stumbled on the switch, and there was light, for immediately the whole atmosphere of the room changed. Here was a chance to hear what old Bill really did with his afternoons.

Bill's talk was one of the cleverest I have ever heard. His outline was already made, since he was asked to tell what he did from a certain time to another definite time. He began something like this:

Well, at twelve o'clock I make a beeline for the lunchroom with fifty cents in my pocket. I spend forty-five cents for my lunch and save a nickel for my bus fare to my job. I get there about one o'clock. After I change my clothes, I chew the rag awhile with the workers.

The talk was funny all the way through, but the impression left on the students and teacher was that Bill wasted time on the job. He was accused of this. His defense was eloquent. He explained the contract method of finishing a job in a certain number of days. More time had to be asked for than would probably be needed to take care of delays in the delivery of materials. The con-

tractor had to keep men, even in slack time, rather than lay them off. Anyhow a two weeks' notice had to be given to all men laid off. By then they'd be needed. New men couldn't be had on short notice. They wouldn't be able to help as much in emergencies as the experienced workers.

All this information came out through rapid-fire questions and answers. Bill never had a chance to give a soliloquy on the problems of labor in times like these. The class was more like a courtroom scene with Bill's defense comparable to that of a prisoner at the bar. Bill had flipantly made out his own case to impress, only to have to resort to the defensive to keep his status with his peers.

Bill explained that while he had described a light day, many days were so busy he scarcely had time to stop at all. The class quizzed, and Bill had an answer for each query.

The teacher observed that Bill's English was not at all bad. He was completely free from self-consciousness. He was eager and alert. He was ready for any barrage that came his way.

Hands began to go up. "Let me tell what I do. Let me be next!"

One student worked in a shop where all-union labor was used. One worked where both union and non-union men were employed. If anyone doubts the interest that can be aroused by such situations, let him feel it out.

EDITOR'S NOTE

Mrs. Davis' English class for retarded pupils was slated for oral themes. But after a promising start, the class seemed to be afflicted by an epidemic of paralyzed tongues and brains, and balked on the trail of knowledge like so many stubborn burros. How Mrs. Davis saved the day and got better talks than ever from her pupils is her story. She teaches in Amarillo, Tex., Senior High School.

These talks continued for three days. At the end of this time, more friendly relations were evident in the class than had been felt all during the semester. Much was learned by the pupils, more by the teacher. The teacher's notebook now contains a page of canons for living happily with such a class:

1. There is a way with every student.
2. There can be no fixed rule in any class.
3. Errors in grammar are diminished by interest in a subject.
4. There are more important things in life than teaching all the units in a curriculum for every class.
5. Students know much about the things in which they are interested.

6. Talks in class should be so definitely assigned that each person can make his best contribution.

7. Subjects for oral composition day should be planned through class discussion or a pupil-teacher conference several days ahead.

8. Morale should be built up through a class control council or some other method that will make each student feel that he must do his part when called upon.

9. Each person must be made to feel that he has a contribution to make.

10. Vital, progressive, stimulative thinking is possible in every class if the way can be found to evoke it.



Recently They Said:

Not a Picnic

An educational trip is not just a school picnic. Calling a cur dog a setter does not alter the true nature of the animal. He still refuses to set birds. So merely dismissing school and having a picnic that you call an educational trip does not alter the nature of your students' experience. They are still on a picnic.—CHARLES D. NEAL in *School Activities*.

Beware Good Scholars

Even in the most ideal school situations, certain of the students are always in need of special help outside of school. The delinquents, the neurotics, and the early psychotics are included in this group. They are usually not difficult to recognize, because their distress and poor adjustment are usually evident.

The group least recognized perhaps is the group of neurotic adolescents whose school success may be a way of withdrawing from other areas of endeavor. They are sometimes able to sustain the impression of an adequate adjustment, for the teacher is glad to have somebody doing the work well. No teacher should be encouraged to feel that the scholastic achievement of his pupils is the yardstick of his success in the classroom.—CONSTANCE COVELL in *The Massachusetts Teacher*.

New Way of Thinking

Modern man is no smarter than the Cro-Magnard of 100,000 B.C., but he is almost infinitely more advanced. Is his advancement the result of knowing more than his ancient precursor, or does it stem from his having learned to think in a manner which enables him to harness his environment to an increasing degree?

If the latter, then it seems probable that modern civilization is the product of a new way of thinking. In that case, education should teach this new way of thinking rather than merely purvey the new facts which have been uncovered. This new way of thinking is commonly known as the scientific method.—GEORGE T. RENNER in *Teachers College Record*.

Loyalty

The concepts of loyalty and patriotism, for example, are not static. Before the American Revolution, even up to the time of the Civil War, schools in Virginia taught that loyalty to the State of Virginia was the highest kind of patriotism. Today, loyalty to the United States supersedes that of any of the states. Perhaps years later, loyalty to a world community of nations will be stressed above that of any individual country.—HYMAN M. BOODISH in *The Social Studies*.

Orland Park High handles a problem:

Should high-school girls wear BLUE-JEANS to school?

By
VIRGIL HENRY

FOR SEVERAL years in our high school the girls' wearing of blue-jeans to school has been a source of disturbance to most of the teachers and to many of the parents. Teachers have discussed the subject with students in their classes, parents' wishes have been publicized in the school newspaper, and quotations by popular newspaper columnists have been posted on the bulletin boards. On several occasions some of our high-school male athletes and other popular students have written editorials urging our girls to "be ladylike." But a considerable number of our girls have not been impressed.

Occasionally some of the teachers and parents have suggested to the principal that "there ought to be a rule" against girls' wearing blue jeans to school. But the principal has hesitated to make such a rule for two reasons: first, he has doubted his legal authority to enforce such a rule; and second, he has doubted the educational soundness of such a procedure.

Finally, in an effort to find the answer, the principal met with some twelve girls selected by the home-economics teacher as the leaders in the pro-jeans philosophy. He stated both sides of the question as he understood it and then asked the girls for their comments. They talked freely and finally suggested the appointment of a committee to consist of teachers, high-school girls, high-school boys, and mothers of high-school students.

The principal asked the girls to name the

persons to serve on the committee, but they voted unanimously to have the principal make the selections—with only one rule to guide his choices: that all points of view must be fairly represented on the committee. He agreed.

The principal selected three high-school teachers, five mothers, five high-school girls, and five high-school boys. Then he prepared a letter of invitation to these people to serve on the committee. This letter opened with the following paragraph:

Frequently questions arise in school which have two sides and which may not have a strictly right or wrong answer. In such cases, we like to have advice from representatives of all the people affected before attempting to make hard and fast rules. One such problem in our school is: Should high-school girls be allowed to wear blue-jeans to school?

The remainder of the letter presented the blue-jeans problem briefly and empha-

EDITOR'S NOTE

Let us grant that the matter of high-school girls' wearing blue-jeans to school is a small mote, rather than a beam, in the eye of secondary education. But for many readers it is one of those moths that has all the nuisance value of a beam. So it is nice to learn that Orland Park, Ill., Community High School has taken some tactful steps that have been fairly successful in—er—reducing the incidence, let us say, of blue-jeans. Mr. Henry is superintendent of schools in Orland Park.

sized the importance of cooperative effort in solving problems of this kind. The actual arrangements for the meeting of the committee were left up to the co-chairmen—the home-economics teacher and one of the mothers.

Soon the committee met and discussed the problem for almost two hours in a friendly give-and-take manner. Every member participated in the discussion. The meeting was concluded by a secret vote, with the following results: For blue-jeans, 1; against blue-jeans, 12; and qualified answers, 3.

One further suggestion came out of this meeting: that an outside authority on adolescent behavior be invited to speak at an all-girl assembly in our school. This idea appealed to the entire committee, and soon Miss Val Lauder, the "Keen-Teens" Editor

of *The Chicago Daily News*, appeared at our school for this purpose.

Miss Lauder served as consultant in a panel discussion led by the girls themselves. The audience also participated, both by asking questions and by expressing opinions. The girls liked Miss Lauder very much and listened attentively even though they did not always agree with her.

Since our all-girl assembly no further action on the matter has been taken. The school has no rule against the wearing of blue-jeans, and some of our girls still wear them a part of the time. But our teachers seem agreed that our method of work on the blue-jeans problem was a constructive approach. While the problem has not been entirely solved, we confidently expect a more mature attitude from our students on this problem in the future.



Report to My Principal

(after a summer course in guidance methods)

By ALICE OMAN

We must have group discussion in homeroom:
We're selling tickets; pencils we must groom . . .
We'll take a vote on how to punish "sin."
For office spiels, we tune loudspeakers in
And, making change, we hear our schedule's doom.

Though we have sixty characters in bloom—
Jammed in a closet built to house one broom—
The teacher must not shout to quell the din—
We must have group discussion.

We'll learn to say "Please," "Pardon me," and "Whom,"
Abolish isolates in the group-tech loom.
So soundly proved have guidance meanings been,
That child participation we must win,
Though we may spend all day in just homeroom—
We must have group discussion!

THE OYSTER CLUB:

Can Club Activities Change Attitudes?

By RICHARD A. BARR

OYSTER PRODUCTION in Maryland dropped from 15,000,000 bushels annually in 1885 to the current level of 2,000,000 bushels. Commercial fishing has also suffered a serious set-back. The Chesapeake Bay at one time yielded more than 15,000,000 pounds of shad annually but now produces only 1,000,000 pounds. An increased and dependable yield would offer more employment within the State—and the key to more production is the conservation of human and marine resources.

Every year many boys graduated from Calvert County High School, Prince Frederick, Md., must find jobs away from their own tidewater counties. Why do not oystering and fishing have a future for them? The bay is not polluted; in fact, its waters are potentially rich. Then where is the fault? Is it a man-made or a natural phenomenon that has caused these declines? These questions and many more have been pondered by the Student Marine Conservation Society, a club founded four years ago by a group of Calvert County High School boys.

Most of the club's activities are carried on during school time. Not everyone can be a member of the S.M.C.S. because membership is limited to boys who live near the water or those fathers are actively engaged in the seafood industry. They must be in either junior or senior high school and have a genuine interest in marine life.

There are twenty active members, specified in the constitution, who may hold office and carry on the club's activities. Each member shares in the profits of the club projects according to his length of membership.

There is no limitation on the number of associate members who, according to the constitution, "Must meet all stated requirements of active membership and shall be limited in no privileges given the same except ownership in S.M.C.S. supported projects and the holding of office." When a vacancy occurs in active membership, the inactive member with the best qualifications may be appointed by the membership committee.

Weekly meetings are held at the school. Once a month during regular school time the members go to the Chesapeake Biological Laboratory at Solomons Island, Md. The staff of the Laboratory presents lectures, demonstrations, and practical work related to the oyster, fin fish, and crab industries. The boys are always surprised to learn that in their great-grandfathers' day five times as many people were gaining their livelihood from the water.

Soon after the club was organized in 1948 and after several lessons at the "lab," it became obvious that there was too much to learn about all types of fisheries at once. The boys decided that since most of their families had been oystermen, and because oysters have long held a significant place in the economy of Maryland, they would be wise to concentrate on this phase of marine life.

Their first practical project can be compared to the raising of crops and livestock by the agricultural groups. In 1948 the Tidewater Fisheries Commission of the State of Maryland closed two depleted oyster areas to the public and turned them over to the S.M.C.S. for experimental purposes. The commission also financed the

EDITOR'S NOTE

How far can club activities influence members' attitudes in the club's special field, even when the sponsor is a counselor who tries to accomplish that? Mr. Barr worked on that problem when he was sponsor of a club for tidewater boys who were more or less interested in oystering as a vocation. He has five conclusions to offer—not all of them on the optimistic side. The club in question was in Calvert County High School, Prince Frederick, Md. Mr. Barr is now principal of Lackey Senior High School, Indian Head, Md.

club's first purchase of seed oysters. The boys planted the oysters themselves. In 1949, 1950, and again in the spring of 1951, more seed oysters were planted. Between plantings field trips were taken to the beds and the oysters sampled, not on the half-shell, however. A few were taken from the water and checked for growth, mortality, and general condition so that they could be compared with other oysters of the Patuxent River and the Chesapeake Bay. The knowledge gained in the sampling process will be invaluable to the club as time progresses.

In the fall of 1950 the club's first planting was ready for harvest. This was to be the biggest year for the boys since the group was organized. All looked forward to the harvest as a time when their work and study would pay off. The boys anticipated the monetary outcome while the sponsor, although concerned with financial success, was also interested in the educational outcome. The financial outcome could be measured easily, but the educational aspects had no such stable standard. Nevertheless an evaluation of the past year's educational growth was undertaken. Because the educational emphasis for the year had been on the oyster project, it seemed some educational outcome might be reflected in changed attitudes of the members toward

specific phases of Chesapeake oystering.

At the beginning of the year's activity the boys' attitudes toward the following aspects of the industry were measured:

1. *Oystering as an occupation.* This was interpreted to the boys as their desire to make all or part of their living from some phase of oystering.

2. *The practice of returning empty oyster shells to suitable bottom areas.* Oysters need a hard bottom on which to grow. During the past, much of the oyster bar of the bay has been harvested, and nothing has been returned to replace it. It has been shown that where oyster shells are returned to suitable bottom area, oyster production has improved.

3. *The problem of poaching.* In many areas oysters are planted on public bars by the State. Individuals also plant oysters on privately leased grounds. Poaching consists of illegally taking oysters from planted beds.

4. *The practice in some states of leasing productive oyster bottom to private individuals or cooperatives.* This is a controversial practice which has many implications for the future of oystering.

Oystermen, scientists, and legislators have written and spoken extensively about these four items. During the year formal and informal lessons were developed which presented all sides of these questions. This was done in the regular weekly meetings, the monthly visits to the "lab," and through the harvesting activities. At the close of the year, the members' attitudes toward these subjects were measured again.

Additional data collected included sociograms at the beginning, middle, and end of the year and the I.Q.'s of members.

The Findings

A rank order correlation between I.Q. and each of several variables was computed. Intelligence was found to be negatively associated with a friendly attitude toward oyster farming as a vocation. Both the first and second measures of this attitude yield

negative coefficients ($\rho = -.242, -.308$) when correlated with I.Q. Why do the more intelligent boys disdain oyster farming?

Even though the club's activities pointed up the moral wrongness of stealing other people's oysters, the correlational coefficients between I.Q. and the attitude toward poaching were virtually the same at the end of the year ($\rho = .05$) as at the beginning ($\rho = .03$). But these figures do not tell the whole story. There was a decided change in attitude, with 17 per cent remaining the same and 17 per cent who had decided that poaching was not as bad as they thought it had been. Apparently other factors than intelligence account for the improvement of attitudes toward poaching.

Results in correlating the sociograms with the attitudes toward oystering indicate that popularity (as measured by sociograms) within the group is not necessarily limited to those who profess to like the occupation. Nor is I.Q. significantly related to popularity ($\rho = .02$).

Relatively little change was revealed in the social structure of the entire club. The ρ coefficient between the first and second sociogram was found to be .74 and between the second and third $\rho = .73$.

The coefficient ($\rho = .06$) between first and second measures of attitude would seem to indicate some success in changing attitudes toward returning shells to suitable bottom. Further analysis, however, reveals that there was no general improvement in the group's attitude. The members of the group merely exchanged places with one another in the attitude hierarchy.

One of the most interesting changes is revealed in the thinking on the idea of private ownership of natural oyster rock. Seventy per cent of the boys developed

attitudes more favorable to public ownership of natural oyster rock. Equally significant is the fact that the nine boys with the highest I.Q.'s unanimously led the group in this direction.

A review of the outcomes of this attempt to create favorable attitudes through club activities appears to point to these conclusions:

1. The club activities did not seem to have inspired the boys to become oyster farmers.

2. Little progress was made toward influencing the boys as a group that more shells should be returned to the bottom.

3. A definite improvement in the attitude toward poaching seems to have come about. As a whole the boys took a more negative attitude toward poaching.

4. The boys, especially the ones with the highest I.Q.'s, developed attitudes more favorable toward public ownership and operation of oyster beds. This attitude developed despite the fact that their own beds were, in effect, privately operated.

5. The social structure of the group remained about the same. Hoped-for attitudes and broadening of friendships did not seem to materialize.

This study is not a complete evaluation. However, the facts gathered do present some objective data about the effectiveness of club activities. These data appear to point out that club activities may be overrated by persons who look for them to develop specific attitudes. This club seemed to be ineffective in socializing persons or changing group structure. If positive attitudes are to be developed what method is more effective than the club or activities programs?



It would be dangerous, therefore, if we were ever convinced that: now, for sure, we know *what* to teach; now, for sure, we know *how* to teach. It is the eternal search for the solution which assures success and not the solution itself.—Editorial in *North Carolina Education*.

➤ Events & Opinion ➤

Edited by THE STAFF

UNESCO IN L. A.: After 6 months of debate for and against the Unesco study program in Los Angeles public schools, the Board of Education of that city has voted to reinstate the program in the schools on "an impartial and factual basis," states an Associated Press dispatch. Veterans' groups and other organizations had fought the study of Unesco's aims and operations, charging that it minimized national loyalty.

LOYALTY: Dr. William Jansen, superintendent of schools of the New York City Public Schools, has proposed, states the New York *Teacher News*, that when the New York State Fineberg Law (requiring loyalty oaths of teachers) is implemented by the Board of Regents, "each teacher shall have his loyalty certified by his principal on the payroll every single month." (Italics are those of the *News*, which predicts that teachers will protest vigorously "this bitter pill of the destruction of their professional dignity.")

RED TEACHERS: The American Federation of Teachers will not defend any of its members found to be Communists. This resolution, says an Associated Press dispatch, was "approved overwhelmingly" at the recent AFT annual convention in Syracuse. But the measure directs locals to see that an accused member has a chance to clear himself of the charge of being a Communist. Debate on the resolution was long, as a minority maintained that academic freedom was involved, and that the sole question was one of competence to teach.

PASADENA: Charges that the public schools of Pasadena, Cal., are excessively "progressive," that the children are not getting a sound basic education, and that "subversive influences" are at work in the school system, are declared unfounded in a 900-page report financed by the local Board of Education and published recently. The report also indicates, according to a news story in the New York *Herald-Tribune*, that the majority of parents approve of many of the modern teaching methods in Pasadena.

The \$58,000 survey upon which the report is based was begun 2 years ago after the "controversy which led to the forced resignation of Willard E. Goslin as Pasadena's superintendent of schools." The investigation was the work of a Citizen's School Survey Committee consisting of 12 prominent local

residents, under the professional guidance of Dr. Clyde M. Hill, chairman of the department of education of Yale University's Graduate School, and Dr. Lloyd N. Morrisett, professor of education at the University of California and an associate editor of *THE CLEARING HOUSE*. More than 1,000 Pasadena citizens participated in the survey, a feature of which was a poll of parent opinion on specific educational methods used in the local schools.

As for the alleged "subversive influences," the report states that "none was observed." On the contrary, the survey committee found that Pasadena students are being taught "sound American principles and ideologies"; that the textbooks used emphasize the "American way"; and that the texts are being "used intelligently and effectively."

FUTURE VOTERS: *The Future Voters Discussion Guide* is an illustrated leaflet of 4 pages (letter-head size) issued monthly from September through May for secondary-school social-studies classes by the Center for Information on America, Washington, Conn.

The Center is a non-profit organization founded by Dr. Townsend Scudder, now on leave from Swarthmore College, and Ogden D. Miller, headmaster of The Guntery, a private secondary school at Washington, Conn. Dr. Scudder, executive secretary of the Center, states that its editorial policy "is designed to incite young people's thinking by presenting in an interesting manner the immediate facts and backgrounds on important topics, leaving to students and teachers the democratic right to decide."

After publishing 7 issues of the *Discussion Guide* for experimental use in more than 30 cooperating schools during the previous school year, the Center now is offering subscriptions nationally, at cost. Single subscriptions are \$1 each, and 5 or more subscriptions to a school are 50 cents each. Each issue is devoted to one current question, such as Alaskan statehood or votes for 18-year-olds. The background of the problem and the arguments for and against are presented objectively. Sample copies may be obtained from the Center.

LANDLORD: A school board in Nebraska may not provide homes for any school personnel, even if, because of the housing shortage, that is the only way a school system can obtain said personnel, according to a State Supreme Court decision re-

ported in *Nebraska Education News*. The case in point is that of the school board of Bennett, Neb., which couldn't find a house for the new superintendent of schools, and thereupon bought one and rented it to him.

The court ordered the school board to sell the house out from under the superintendent—and if the board couldn't sell for the \$2,500 purchase price, to extract the difference from members' pockets. The ruling makes some 100 Nebraska boards of education nervous, for they also have had to buy houses to rent to school personnel.

ENGLISH MEETING: The annual meeting of the National Council of Teachers of English will be held in Boston, Mass., November 27-29. Major topics of the High-School Section Meeting, scheduled for November 29 at the Hotel Statler, will be spelling, counseling, literature, and current criticisms of the teaching of English.

ENROLMENT: More than 20% of the nation's population will be in school this school year, announces the U. S. Office of Education—a record enrolment of 34,693,000. The elementary schools will have to find room for about 1,600,000 more pupils than they had the previous school year. Secondary-school enrolment, up 95,000 over 1951-52, will be 6,269,000—although about 1,250,000 children 14 to 17 years old will not be in attendance. College enrolment has dropped about 75,000 below that of the previous school year, to 2,150,000.

There is a shortage of about 50,000 teachers for the elementary schools—but this lack is matched by a shortage of classrooms for them to occupy, thus creating a sort of double vacuum. The Office of Education's survey of school building needs indicates that 61% of the nation's classrooms are overcrowded, and 20% of all pupils attend school in firetraps and unsafe structures. Those figures aren't so very disquieting until you learn that for the past 15 years there has been an average of more than 2,100 school fires a year.

IS THIS NEWS? Students in college are not being taught to think for themselves, according to a study made by the University of Illinois faculty and reported in the *New York Times*. The report states the situation as follows: "In a large number of college classes the teacher tends to be an autocrat. The student is evaluated chiefly on the basis of how much of what has been told him he can remember long enough to be quizzed. Apparently very little is being done in college classrooms to encourage independent thought and research or to offer practice in reaching and trying out solutions

of problems." This is not news to most *CLEARING HOUSE* readers, we trust. But we are printing the item because educators need to be reminded of the situation once in awhile.

WHOLESALE LITERATURE: The National Poetry Association's mass production of regional anthologies of poems and of essays by students and teachers keeps growing apace. During the previous school year, about 300,000 poems by secondary-school students were received, the Association reports, and about 6,500 were accepted for publication in 26 different regional 1951-52 anthologies. During that school year more than 1,000,000 essays were submitted, and those accepted are being published in "several regional anthologies" of essays. The Association also publishes annual anthologies of poetry by college students, and anthologies of poetry by teachers and librarians. Closing dates for submission of material for 1952-53 anthologies in the preceding categories range from November 5, 1952, to January 1, 1953. For information and rules, write to the National Poetry Association, 3210 Selby Ave., Los Angeles 34, Cal.

OCCUPATIONS CHANGE: *Occupations, The Vocational Guidance Journal*, appears in October under a new name—*The Personnel and Guidance Journal*. This change follows the merger of the National Vocational Guidance Association, publisher of the magazine, with other organizations in the personnel and guidance field, as reported in this department for January 1952. The Journal, in serving additional groups, publishes articles "of a general guidance and personnel nature" as well as on vocational guidance.

HOBBIES: The 10 most popular hobbies of U. S. children between 8 and 16 years old, in the order of their importance, are: collecting seals and labels, autograph collecting, model plane making, woodcraft, insect collecting, stamp collecting, painting, dolls, photography, and model railroading. So announces the American Hobby Federation, which made a study of the matter.

Stamp collecting, which used to be first on the list, has dropped to sixth place because of its expensiveness, and because, far from being an investment as claimed, stamp collections can only be sold for a fraction of their cost. Collecting of seals and labels of various products has replaced stamps in first place because seals and labels are "just as colorful in scrapbooks and cost nothing."

Creative hobbies have been growing in popularity at the expense of the "collecting" hobbies. Painting has made "enormous gains because of its prevalence in modern teaching methods."

Book Reviews

ROBERT G. FISK and EARL R. GABLER, *Review Editors*

Student Activities in Secondary Schools (Enrichment of the Educational Program), by EDGAR G. JOHNSTON and ROLAND C. FAUNCE. New York: Ronald Press Co., 1952. 369 pages, \$4.50.

Although this book can be put to excellent use in college courses on student activities, teachers and administrators in service will also find it to be very helpful.

Most of the book is devoted to a discussion of specific activities, with attention given to the relationship of each to the educational program as a whole. These chapters are full of practical suggestions on how to get the job done. For example, the chapter dealing with social activities devotes much space to the problem of how to deal with secret societies and describes how this problem was attacked and solved in several schools. A strong feature of this section of the book is the inclusion of pictures and descriptions of specific practices in many large and small schools throughout the country.

The initial chapters are devoted to underlying principles and basic philosophy of the activities program.

The authors close the volume with three effective chapters dealing with the administration and evaluation of the student activity program and pointing out some of the more fundamental weaknesses in the administration of student activities. The authors point out these weaknesses "in the conviction that only by their frank recognition and by concerted efforts at their elimination can the inherent value of the activity program be realized."

Carefully annotated reference lists are included at the conclusion of each chapter. These references are helpful as a guide to further reading and study.

This reviewer believes that the authors have made a valuable and needed addition to the professional literature in this field.

HAROLD H. THRELKELD, Prin.
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Calling All Citizens, by ROBERT RIENOW.
Boston: Houghton Mifflin Co., 1952. 690
+ xxxiii pages, \$3.12.

This is a moderately good book. It stresses current, active citizenship rather than preparation for future citizenship. There are numerous graphs, charts, cartoons, and photographs, though some photos are out of date. The end-of-chapter sections—"Now It's Up to You," "The Local Textbook," "Gaining Skill"—are frequently more stimulating than the text itself.

The first six chapters are inadequate. A strong middle-class orientation, a Pollyanna attitude, excessive moralizing, plus some inept words, cartoons, and stories, and some inaccurate statements seriously weaken these early chapters.

Pages 24 to 26 are examples of the above. Elsewhere, the author suggests that a (good?) salesman should do most of the talking; that "Hitler conquered whole nations by telling them . . . that they didn't have a chance"; that educational expenditures show "how generous government is to young people." The "Scotch joke" on page 79 is unnecessary. Page 85 shows the typical family spending only ten per cent of its income on shelter. On later pages, the rent figure is approximately twenty-five per cent. On page 89, "Unfortunately thousands (not millions?) of our families have far too little income to bring them the (necessary) comforts." Also the big *Literary Digest* Poll flop was in 1936 rather than 1932.

Part Two is adequate except for repetition. Part Three is a strong area, though the interdependence of nations deserves more stress.

Rienow excels on conservation and regional planning: the discussion of newspapers in Chapter 13 is competent. The significance of an aging population and the problems of leisure are also treated properly. The references to specific presidents and governors and to the experiences of particular cities make the examples vivid.

Although many of the defects of the early chapters are eliminated in the later ones, this book merits only moderate approval.

GABE SANDERS
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The Public Administration of American Schools, by VAN MILLER and WILLARD B. SPALDING. Yonkers, N. Y.: World Book Co., 1952. 606 pages, \$4.75.

This volume is a successful fulfillment of its initially stated purpose. "It is concerned with basic understanding and with generalized procedures." It "... is not intended as an operational guide for school administrators." However, the reader will find the basic procedures so clearly stated and so well illustrated with practical applications that techniques for their implementation may be readily developed.

The importance of practical democratic educational leadership is stressed throughout the publication. The necessity of sharing power and responsibility by all concerned in the democratic process is well developed. However, this reviewer does not feel that the importance of another basic tenet of democracy, shared and mutual respect and confidence between all participants, is as fully recognized or as adequately developed.

It is refreshing to find excellent discussions of many problems and topics not covered in some school administration texts. The effects of labor, business, taxpayer, accrediting, religious, professional, and governmental groups upon the development of education are presented. Many unsolved problems and issues, including public support of sectarian schools, are analyzed.

The authors have necessarily made many value judgments in outlining the recommended "generalized procedures." Apparently they have drawn heavily from their varied backgrounds of experience in educational administration. Nevertheless, as is to be expected, some educators may disagree with some of these judgments. A case in point may be found in the declaration that school administrators should not be members of teacher organizations created for the purpose of seeking improved salary and welfare conditions.

Part one outlines the function of the schools in our society and discusses the effect of various governmental, professional, and voluntary groups upon public education.

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Part three deals with the methods of developing and practicing democratic educational leadership as one works with students, staff, board members, and citizens.

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should be studied carefully and analytically by all interested in public education.

J. WESLEY CRUM
Central Washington College of Education
Ellensburg, Wash.

Language and Communication, by GEORGE A. MILLER. New York: McGraw-Hill Book Company. 298 pages, \$5.

Communication is no longer considered a narrow set of linguistic skills, but a process which involves ways of living, ways of thinking, of looking at oneself, of adjusting to social situations, and of dealing with reality. Increasingly we are becoming aware of the multiplication and expansion of the skills involved in communication.

To synthesize and interpret adequately the voluminous body of modern scientific literature dealing with the more important approaches to the scientific study of communicative behavior is a problem to any scholar. *Language and Communication*, written by George A. Miller, is a positive answer. This is a book which deals effectively with the psychology of communication and with communication as a social process, and the relationship between the two.

The orientation toward communication assumed in this book is scientific and psychological. A scientific study of language, as opposed to a speculative discussion, begins with direct observations of communicating individuals and searches for the relation of these observations to the existing body of scientific knowledge. The psychological bias restricts the discussion to the effects of language on the behavior of the individual.

The author makes certain basic assumptions about communication:

1. Scientific psychology is concerned with the analysis of behavior, and the use of mentalistic concepts like "experience," "consciousness," "ideas," etc., is a deviation from scientific standards and little more than plausible fiction at best.
2. Verbal symbols differ from other stimuli that determine behavior because associations with things or events involve the intervention of other people.
3. The component elements of the stream of verbalization change significance according to the

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Quotations:

Christian Science Monitor (August 16, 1952):

"... Theodore Jones is not content merely to list and explain the many hundreds of opportunities available in numerous fields of endeavor. He wants to encourage and help young people to solve their educational problems. An unusual feature of the book, therefore, is a series of counseling letters addressed to parents, junior high school students, senior high school students, and to men and women in military service or soon to be. The advice is friendly, practical, long-range and sound, based on considerable experience as guidance officer and counselor..."

Boston Globe (August 23, 1952):

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EDNA LUE FURNES
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Second Algebra, by VIRGIL S. MALLORY and KENNETH C. SKEEN. Chicago: Benj. H. Sanborn & Co., 1952. 480 pages, \$2.48.

This new book continues the strong points of previous books under Mallory authorship, with many additions.

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Secondary Education for Life Adjustment of American Youth, by HARL R. DOUGLASS. New York: The Ronald Press Company, 1952. 630 pages, \$5.50.

This most recent book by Harl R. Douglass, director of the College of Education, University of Colorado, represents a very thorough treatment of the field of secondary education.

Of the twenty-five chapters in the book eleven deal with the curriculum and these eleven are allocated as follows: chapters seven and eight give a general treatment of the curriculum with attention to the latest data on traditional types of curriculums together with the newer types of core, unified and fused. Chapters nine through thirteen deal with citizenship, vocational life, leisure, family living, physical and mental health, and safety. Chapter fourteen covers fundamentals and continued learning. Chapters fifteen through seventeen treat the fields of learning (separate subject areas such as English, business education, foreign languages, etc.).

The remaining chapters cover such pertinent aspects of secondary education as follows: chapter one—the nature and origin of secondary education; chapter two—modern basic philosophy; chapter three—education and society; chapter four—the

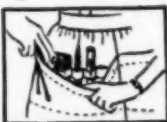
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high-school student-adolescent; chapter five—variations among individual youths; chapter six—pupil retention and related problems; chapter eighteen—co-curricular educational experience; chapter nineteen—guidance in the secondary school; chapter twenty—teaching procedures in the secondary schools; chapter twenty-one—types of secondary schools; chapter twenty-two—relationships and articulation with elementary and with higher education; chapter twenty-three—secondary education and the local community; chapter twenty-four—the secondary-school staff; chapter twenty-five—issues and problems in American secondary education.

In evaluating this book one must give credit to the author's excellent coverage of recent data pertaining to each topic. For example, table 12, pages 186-89, devotes four pages to number and percentage of pupils in grades 9-12 enrolled in high-school subjects. Other facts relating to pupil retention, most desirable high-school size, etc., are contained in the twenty-nine tables listed in the book. Due recognition must also be given to the well-chosen forms and photographs used to illustrate good educational procedures.

The reviewer feels that this book should serve well as a text in basic beginning teacher-education courses in the principles and problems of secondary education. Teachers and administrators in the field

will find it a valuable source of information on the latest developments in the general field of secondary education.

EARL R. GABLER
School of Education
New York University

Psychology and Successful Living, by CHARLES C. JOSEY. New York: Charles Scribner's Sons, 1952. 405 pages, \$3.

The period of adolescence is one in which the process of personality growth and development reaches a critical period. This book is an excellent instrument for helping adolescents become emotionally prepared to understand not only their own behavior patterns but also the behavior patterns of others.

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BULLETIN BOARD NEWS

The October Clearing House Is Here

The following excerpts are clues to good professional reading in THE CLEARING HOUSE for October.

... We do not know exactly what effect movies, radio, television, and pictorial materials are having upon school children.—*James Binney*, p. 67.

A few years ago bond money was made available in Los Angeles for the construction of new schools. Believing that teachers should be consulted in designing their classrooms, our superintendent called for teacher suggestions and recommendations. It is a pleasure to take this opportunity to describe the plans that were finally developed from the suggestions and recommendations of science teachers.—*Blanche G. Bobbitt & Others*, p. 71.

Have you ever scraped the bottom of the barrel for deft little tricks that will pull the rabbit out of the English classroom hat and make learning fun? ... Well, then, let's go "gimmicking." Let's go on a gimmick spree!—*Ophelia K. Henderson*, p. 79.

Since 1900 we have added and dropped a few courses but we seem to be moving away from this practice. The trend is to include new matter and new experiences in well-established courses. We are making more use of correlation and integration. In fact, we seem to be moving back toward the kind of social-studies program found in the colonial academies.—*Harry L. Wellbank*, p. 76.

[The Navy's] major weapons in this "Stay in

School" program consist of a rather colorful folder and a 32-page booklet entitled *Stay in School*, a 13-minute sound film of the same name, and an occupational handbook. All these may be obtained free from your local Navy Recruiting Station.—*Herbert and Eugenia Zeitlin*, p. 83.

"I see you've got your name in the paper again tonight" is a common parental observation to a high-school son or daughter in our community. Nearly all the high-school news in our city newspaper is written by students.—*George R. Strub*, p. 89.

The current babbling about life adjustment is more concerned with the specific material details of current daily life than it is with the life of the spirit which would of necessity color daily life.—*Charles A. Tonsor*, p. 92.

First they straightened in their seats and then relaxed, listening unbelievably, as I made the assignment: "Air your gripes about this English class— anonymously."—*Yolan V. Tanner*, p. 95.

... Club activities may be overrated by persons who look for them to develop specific attitudes. This club seemed to be ineffective in socializing persons or changing group structure. If positive attitudes are to be developed what method is more effective than the club or activities programs?—*Richard A. Barr*, p. 109.

Articles featured in the October Clearing House:

Unanswered Questions About A-V Education	<i>James Binney</i>	67
The Los Angeles Plans for Science Rooms	<i>Blanche G. Bobbitt & Others</i>	71
The Social Studies in U. S. Secondary Education	<i>Harry L. Wellbank</i>	76
Gimmicks Galore for English Teachers	<i>Ophelia K. Henderson</i>	79
Navy's Material Helps Keep Them in School	<i>Herbert & Eugenia Zeitlin</i>	83
Vail Teachers Are Publicity Specialists	<i>James M. Lynch, Jr.</i>	86
Plainfield's Student News Bureau	<i>George R. Strub</i>	89
Some Higher Phases of Life Adjustment	<i>Charles A. Tonsor</i>	92
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2. Junior Life Adjustment Booklets (for youth of junior-high-school age):

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3. Better Living Booklets (for parents and teachers interested in understanding the problems of youth):

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PAMPHLETS RECEIVED

Adult Education—Its Vital Significance for Your Town, by LAURENCE ELLIOTT TOMLINSON, Portland 15, Ore.: Educational Studies, 1951. 46 pages, \$1.

The Columbus Guide—Charting Your Course Through High School, 5th ed., Oct. 1951. Bronx 69, N.Y.: Christopher Columbus High School, Astor and Colden Aves., 30 pages, 25 cents.

Development of the Central State Agency for Public Education in California 1849-1949, by LEIGHTON H. JOHNSON, Albuquerque, N.M.: University of New Mexico Press, 1952. 199 pages, \$1.50.

Education in a Period of National Preparedness (A report of the 16th Educational Conference, Held Under Auspices of Educational Records Bureau and American Council on Education), edited by ARTHUR E. TRAXLER, Washington, D. C.: American Council on Education, 1952. 144 pages, \$1.50.

Handbook for Teaching Piano Classes, prepared by the Piano Instruction Committee of Music Educators National Conference. Chicago: Music Educators National Conference, 1952. 88 pages, \$1.50.

"Job Charts for College Women"—4 illustrated charts, each 17" x 22": *Jobs in Business Fields*, *Jobs in Artistic and Literary Fields*, *Jobs in Health Fields*, and *Jobs in Scientific and Technical Fields*. Washington, D. C.: B'nai B'rith Vocational Service Bureau, 1952. 50¢ per set.

"Reactions of High School Seniors to Their Guidance Programs—A Method of Evaluating a Guidance Program," by DAVID HARTLEY and PAUL A. HEDLUND. Sept. 1952 number, *University of the State of New York Bulletin*.

Sargent Guide to Summer Camps for Boys and Girls. Boston: Porter Sargent, 7th ed., 1952. 96 pages, \$1.10.

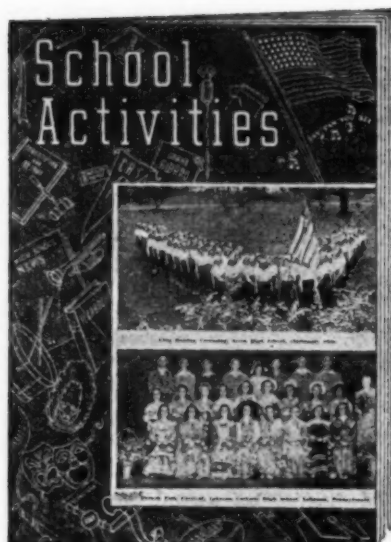
Sargent Guide to Private Junior Colleges and Specialized Schools. Boston: Porter Sargent, 1st ed., 1952. 250 pages, \$1.10.

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